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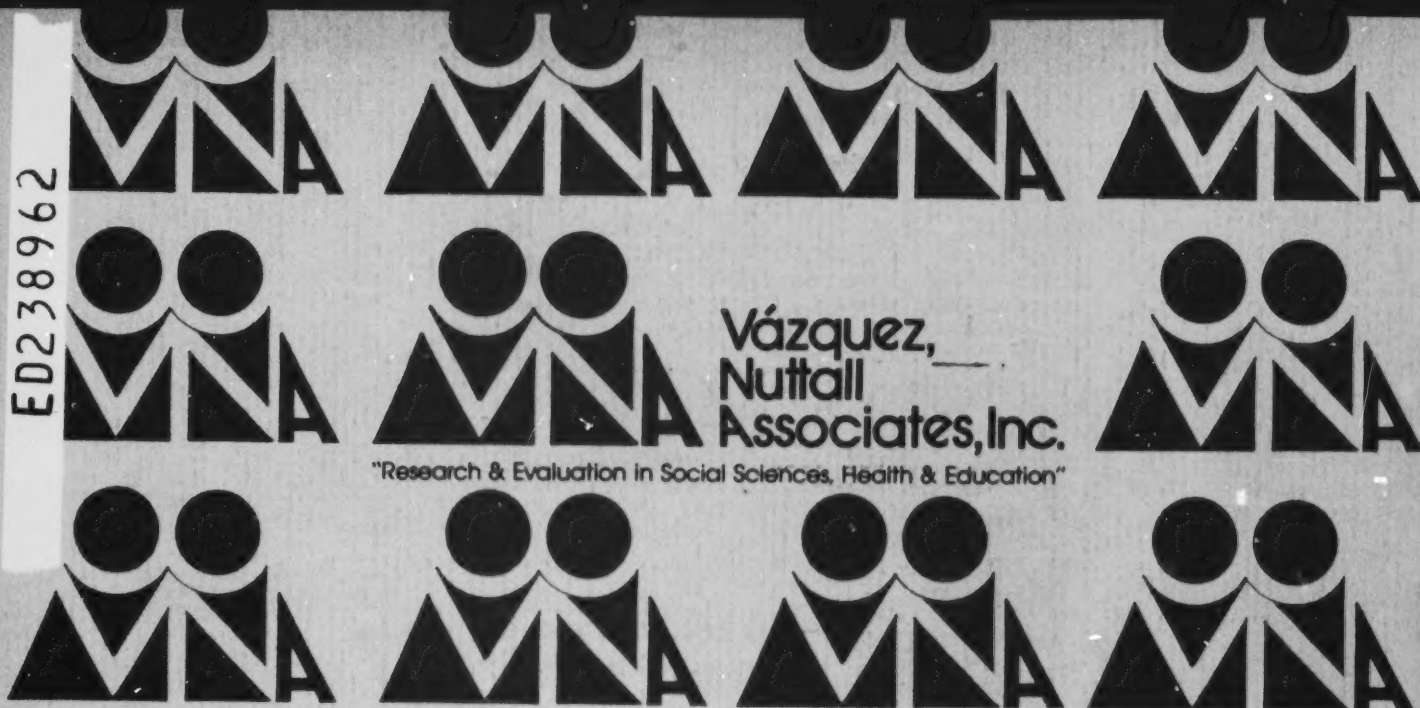
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ABSTRACT

This is the final evaluation report for Boston's Title I Early Childhood Jackson-Mann Developmental Program (1980-81). The Early Childhood component serves about 1000 4-year-olds (kindergarten I) and 5-year-olds (kindergarten II) in an effort to raise the level of educational achievement among children identified as needing special assistance. The children receive daily individualized or small group instruction from a Title I paraprofessional, as a supplement to class work, in the classroom setting. The Jackson-Mann component provides highly individualized instruction to 20 hearing-impaired 3- to 6-year-olds integrated with children with normal hearing from the morning kindergarten classes. In the regular Title I program, standardized test score gains were significant for kindergarten children, but the majority of them did not meet the criterion of mastering 80 percent of performance objectives. In Jackson-Mann, hearing students in kindergarten I made significant gains, though scores in kindergarten II dropped. The majority of hearing-impaired students accomplished at least 80 percent of the performance objectives. Overall, participants were satisfied with administrative support, curriculum and performance objectives, communication, orientation and inservice workshops, materials (rated very highly), and facilities, and dissatisfied with parental involvement. (CMG)

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Vázquez,
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"Research & Evaluation in Social Sciences, Health & Education"

FINAL REPORT

ESEA TITLE I EARLY CHILDHOOD/JACKSON-MANN PROGRAM

Project Number: 81-035-124

1981

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EXECUTIVE SUMMARY

PROGRAM GOALS:

KI and KII children who receive one-half hour daily individualized instruction will achieve 80% of the performance objectives and will show an increase of one normal curve equivalent score as measured by the following pre-post tests:

KI: Cooperative Preschool Inventory
KII: Boehm Test of Basic Concepts

PROGRAM DESCRIPTION:

About 1000 Title I Identified KI and KII, four and five-year old children receive individualized instruction from a Title I paraprofessional as supplement to class work. Each paraprofessional has a maximum caseload of 40 children. Children are instructed on a daily basis, individually or in small groups within the classroom setting.

FORMATIVE EVALUATION FINDINGS:

1. The Early Childhood Title I program functioned without an appointed program director this year. As a result, monitoring and number of workshops were limited.
2. Orientation and workshops were very informative and useful to paraprofessionals. More similar workshops were requested by them.
3. Maximum caseload of 40 children per paraprofessional is too many for an individualized program. Perhaps with the caseload size reduced to 32, children could benefit more from services.
4. The number of teachers paraprofessionals worked with ranged from one to four. It was suggested that no more than two teachers be serviced by one paraprofessional.
5. KI/KII performance objectives were very satisfactory to involved personnel.
6. Designated planning time for the paraprofessional and teacher to work together in planning the program for children is limited or non-existent in many cases.
7. The student selection checklist is effective and should be continued.
8. The variety, quality, quantity, and accessibility of materials were all rated highly. This is a major achievement and should be continued.

9. Physical space is limited in some classrooms, especially with provision of "cubbies" for children, storage space, and separated areas for individualized instruction.
10. Self-concept and oral communication gains were rated highest among perceived program accomplishments.
11. Parent involvement remains a problem. Continued efforts to involve parents should be made.

SUMMATIVE EVALUATION FINDINGS:

2

1. In the regular Title I Program standardized test score results are significant for both KI and KII children. Gains made by KI students were higher than those made by KII children.
 - A. KI children gained 15.3 NCE points on the Cooperative Preschool Inventory. Results are based on 259 children pre-post tested.
 - B. KII children gained 3.2 NCE points on the Boehm Test of Basic Concepts. Results are based on 488 children pre-post tested.
2. In the Jackson-Mann Program, KI students made significant gains in standardized test scores. Scores of hearing KII students dropped.
 - A. KI hearing children gained 18.6 NCE points, which is a higher gain than children in the regular Title I program. Results are based on 10 children pre-post tested.
 - B. Scores of KII hearing children dropped 6.1 NCE points. Results are based on 8 children pre-post tested.
3. The majority of students in the regular Title I Program were unable to meet the objective of achieving 80 percent of the performance objectives. The mean percent of objectives achieved by school was tallied.
 - A. In KI, only eleven out of twenty-five schools had a mean percent of 80 percent or more in the achievement of objectives.
 - B. In KII, fourteen out of twenty-five schools had a mean of 80 percent or higher in the achievement of performance objectives.
4. In the Jackson-Mann Program, the majority of students accomplished 80 percent or more of the performance objectives.

5. Among schools there is a wide range of mean attendance. In KI, mean attendance ranged from 132.2 days at the Rochambeau to 52.2 days at the Tobin; a difference of 79.7 days. A similar range was found in KII classes.
6. The median attendance of 104.2 days for KI students and 104.9 days for KII students is far below the expected 180 days of Title I Instruction time stated in the behavioral objective.

RECOMMENDATIONS:

Recommendation 1: The Early Childhood Program should be continued.

Discussion: Test score gains are significant and indicate that the Title I Program has had a positive impact on the children enrolled in the Program.

Recommendation 2: The Program needs to improve its organization.

Discussion: This program was late getting started this year and a single Program Director was never appointed. The administration was shared out among other Title I officials. While there is relatively high satisfaction with the administration of the Program, there was also criticism about there not being many workshops and concern on the part of some principals about the administration. Another aspect of the organizational problem was the late hiring of aides, and the delay in the testing program. Pre-testing did not get underway until February.

While we are not certain that a single program administrator is needed, the Program does need to improve its organization, and one way this could be done would be to have a single program administrator as in previous years.

Recommendation 3: Selection and supervision of the paraprofessionals should be improved.

Discussion: There has been little or no supervision of the paraprofessionals by the Title I office, in part related to the lack of a single Program Director. While teachers and principals have supervised them, this general lack of specifically Title I supervision makes it difficult for those who are not experienced with the Title I Early Childhood Program to follow the Program mandates. Thus associated with the supervision issue is the need to attempt to select paraprofessionals with appropriate early childhood and Title I experience. This has been difficult due to union seniority rules.

Recommendation 4: The training and workshop program should be increased.

Discussion: Because of the turnover in paraprofessionals and the fact that in this program they are working in the classrooms of non-Title I teachers, there is considerable need for training of the paraprofessionals. The workshop which was given was very well received, but there was a felt need for more such training.

Recommendation 5: More thought needs to be given to the match between the number of students to be taught and the methods to be used.

Discussion: Currently the paraprofessional aides are expected to provide individualized instruction, with a daily lesson plan, for up to 40 children from up to 3 regular teachers. We suggest that if the aides are expected to deal with this number of students, that they not be expected to prepare and follow daily individualized lesson plans. If the individualized, structured approach is to be retained, and we feel that individualization is one of the strengths of Title I, then 40 students per day is probably too many. We would suggest that this be reduced to perhaps 32, with no more than two regular teachers being served. This would involve 16 students in the morning and 16 in the afternoon.

Recommendation 6: Time required for filling out individualized lesson plans should be minimized for teachers and/or paraprofessionals.

Discussion: If the individualized instruction approach is to be retained, as we feel it should, the time required for filling out individualized lesson plans can be eased by having paraprofessionals make more use of the existing prescribed objectives. Aides could check off what is to be worked on each day for each child from this prescribed set of options. We recommend that time and intellectual effort be taken to train all the aides in their use. This would shorten the time involved in writing individual lesson plans, and increase the proportion of aides actually following such individualized procedures. Paperwork is a recurring problem, and attention should be given to reducing it where possible. Thought may also be given to not requiring daily individualized lesson plans at all, but perhaps weekly or monthly progress checklists.

Recommendation 7: Improved efforts should be made to provide planning time for the paraprofessional and teacher to work together in planning the program for the children.

Discussion: Planning time and communication remains a problem. This is especially acute in those schools where the paraprofessional has three teachers to support. With 40 some children and individualized lesson plans, currently it just is not possible to spend sufficient time with the teachers to jointly plan a program for each child.

Recommendation 8: The selection procedures should be continued.

Discussion: All of the groups of people we interviewed or questionnaired were over 90% satisfied with the present selection procedures. This system of using a multi-attribute checklist seems to be working well.

Recommendation 9: The orientation program should be continued.

Discussion: This program was rated valuable and useful, especially for new paraprofessionals. A summary of this orientation should be sent to the teachers who will be working with the Title I paraprofessionals in this program so that they will be aware of what orientation was received by the paraprofessional.

Recommendation 10: The materials are good and should be continued.

Discussion: The variety, quality, quantity and accessibility of the materials were all rated highly. This is a major achievement, and should be continued. This is one area where the administration of the program has been excellent.

Recommendation 11: Physical space remains a problem in some schools and should be improved, especially with provision of "cubbies" for students and storage space for the paraprofessionals.

Discussion: Some classrooms are too small for the size of the class. There is a need for improved accommodations in some schools, with major needs for storage space for the paraprofessionals and for the students' "cubbies".

Recommendation 12: The emphasis on self-concept and communications were rated highest among the accomplishments of the Program and should be continued.

Discussion: The curriculum and materials seem to be especially effective in this area and this emphasis seems to be well placed.

Recommendation 13: The groundwork should be laid for a longitudinal study of the effectiveness of the Early Childhood Program.

Discussion: With the continued existence of the KI in doubt, and with cutbacks likely in the Title I Program itself, if possible a longitudinal study should be designed to identify long-term effects of such a program. For example students who have received early childhood Title I assistance can be followed into the second or third grade and compared to similar children who did not receive the early support. Such a study could provide evidence for the long-term value of the Early Childhood Title I Program, and hence provide an argument for its retention in times of financial cutbacks.

Recommendation 14: Parent involvement remains a problem and continued efforts to involve parents should be made.

Discussion: The Program is continuing efforts to attract parents but with relatively little success. However the importance of parental involvement is such that these efforts should continue. Parent-workshops is one concept which might be expanded, but with great effort to get the parents to attend and participate.

Recommendation 15: The behavioral objective, "Given a one-half hour period, five days week for 180 days, ..." should be changed.

Discussion: As indicated in the data, few schools were able to provide an average of more than 120 days of Title I instruction. The median school provided an average of 104 days in the KI program and 105 days for KII students. Taking into consideration the student selection period at the beginning of the year, a more realistic attendance figure should be stated in the objective.

Recommendation 16: The wide range of mean attendance among schools needs to be examined.

Discussion: Among KI classes, mean attendance ranged from 132.2 days at the Rochambeau School to 52.5 at the Tobin, a difference of 79.7 days. Similarly, among KII classes, mean attendance varied from 146.4 days at the Rochambeau to 61.7 days at the Tobin, a difference of 84.7 days. This difference represents more than three months of instruction time.

Recommendation 17: Teachers need to improve on the teaching of performance objectives.

Discussion: The majority of students were unable to achieve 80 percent or more of the performance objectives. Since this was a program goal, teachers need to look at the process of teaching these objectives. Areas to consider include, "Could teaching methods be improved?" "Were the objectives too difficult?" "Was there enough time?"

I. INTRODUCTION

This Boston Title I final report encompasses the K1/K11 Early Childhood and Jackson-Mann Extended Day Programs for the academic year 1980-81. The report presents both formative and summative evaluation findings. Program variables to be discussed include administration/supervision, communications, inservice/staff development, materials and facilities, parent participation, program outcome judgements, behavioral objectives and standardized test scores.

II. PROGRAM DESCRIPTION

A. Early Childhood KI/KII Program

The two components of the Early Childhood Program consist of Kindergarten I and Kindergarten II. Boston Public Schools supports this city-wide two year program. This program instructs four and five year olds respectively. The purpose of this Title I Program is to raise the level of educational achievement among children identified as needing special assistance. In 31 public schools identified as having high concentrations of low-income families, about 1000 kindergarten age children receive supplemental services. In these kindergartens, 34 Title I paraprofessionals assist city-funded teachers by circulating throughout the classroom, working with identified Title I children individually or in small groups on specific performance objectives.

Title I paraprofessionals have a maximum caseload of 40 children, 20 in the morning and 20 in the afternoon. Groups of Title I children must not exceed 20 in each class. Title I children are not identified by other classmates, but are worked with unobtrusively within the classroom.

Identification procedures include teacher evaluation, checklists, individualized diagnostic and prescriptive screening tests. Specific Kindergarten I and Kindergarten II Title I selection criteria are listed as follows:

Kindergarten I

- o Identified through teacher evaluation, individual screening, checklist, and Title I standardized tests
- o Non-English speaking
- o Demonstrates educational need
- o An emotional problem

- o A social problem
- o A perceptually handicapped child

Kindergarten II

- o Teacher evaluation of perceptual or emotional problems
- o Lack of ability to speak English or express oneself verbally
- o Unsatisfactory academic progress as indicated by the standardized test submitted by the Title I Office

Pupil needs were ranked by Title I Early Childhood paraprofessionals from greatest to least priority. Needs identified include positive self-image, positive attitude toward school, parental instruction, development of good study habits, supplementary classroom services, oral communication and reading. From this priority need list lies the emphasis of KI/KII Early Childhood Instruction.

PERFORMANCE OBJECTIVES

(a) Behavioral Objectives:

"Given a 1/2 hour period, five days a week for 180 days the children will achieve 80% of the performance objectives."

(b) Program Objectives for which standardized tests are a measure:

Kindergarten I

"Given the services of Title I kindergarten aides for a 10 month period, the Title I identified K-I children will show an increase of one normal curve equivalent score, as measured by a pre-post test administration of the Cooperative Preschool Inventory."

Kindergarten II

"Given the services of the Title I kindergarten aides for a 10 month period, the Title I identified K-II children will show an increase of one normal curve equivalent as measured by a pre-post administration of the Boehm Test of Basic Concepts."

B. Jackson-Mann Developmental Program

The Jackson-Mann Program is a remediation program providing highly individualized instruction to 20 hearing-impaired children three to six years of age combined with 30 hearing normal children from the morning Kindergarten I and Kindergarten II classes. Three developmental classes containing 17 children each are held in the Mann Preschool Unit. Staffing consists of one Title I teacher and paraprofessional per group. All staff were employed in this same program last year. Hearing-impaired and hearing normal children are integrated within these groups.

Child identification procedures are identical to those of Kindergarten I and Kindergarten II Title I children. Many hearing normal children come from Vietnamese or Hispanic backgrounds.

Duration of this program is 180 days per year, eight hours per day. Children meet from 11:00 A.M. to 5:00 P.M. This length of time is flexible for students not able to cope with the full day program. However, all students enrolled this year do stay the full day.

Major program goals deal with development of communication skills, reading readiness, motor and social skills.

PERFORMANCE OBJECTIVES

"Given an extended day of six hours, the hearing Kindergarten I children will show improvement as measured by the Cooperative Preschool Inventory and the Behavioral Objectives. The Kindergarten II hearing children will show improvement in the Boehm Test and the Performance Objectives for their age level. The Kindergarten I and Kindergarten II hearing impaired children will show improvement in the Performance Objective for their age level and other tests relevant to hearing impaired children."

III. EVALUATION DESIGN

The evaluation design for the Boston Title I Early Childhood Program includes both process and product evaluation. Process evaluation results are found in Section IV and product evaluation results are included in Section V of this report.

For process evaluation those variables contributing to the delivery of services were explored. Specific variables assessed were administration, supervision, selection and scheduling, in-service training, communication, parent involvement, facilities and materials.

A variety of data sources were utilized such as review of program documents, individual and group interviews, informal interviews, classroom observations and questionnaires. (Instrument samples are located in Appendix A.) The following table indicates evaluation activities and data sources implemented prior to the interim report.

Table 1
EARLY CHILDHOOD INTERVIEWS AND OBSERVATIONS

Activity	Data Source
PERSONAL INTERVIEWS:	Program Administrator PAC Coordinators Paraprofessional Coordinator Staff Development Team Member (DI) Research and Evaluation Personnel
GROUP INTERVIEWS:	Staff Development Team (5) Title I Assistant Directors (3)
INFORMAL INTERVIEWS:	Paraprofessionals Principals KI/KII Teachers
CLASSROOM OBSERVATIONS:	28 Classrooms

Table 2

RESPONSE RATE TO MAILED QUESTIONNAIRES - EARLY CHILDHOOD*

Data Source	Number Sent	Number Returned	Percent Returned
Paraprofessionals	33	28	85%
Teachers	31	24	77%

*K1/K11 teachers returned 22 questionnaires. Responses were optional.

The product evaluation employed the RMC Model A design with pre-post norm-referenced measures implemented. Standardized pre tests were administered in February 1981, while post tests were given in April 1981. Specific instruments used are the following:

Table 3

STANDARDIZED INSTRUMENTS USED TO MEASURE K1/K11 STUDENT GAINS

Program (Early Childhood)	Instrument
a) Kindergarten I	Cooperative Preschool Inventory
b) Kindergarten II	Boehm Test of Basic Concepts

Statistical analysis of only those students taking both pre and post tests was conducted. Computations were performed by grade level indicating normal curve equivalent gains between pre and post test scores. Separate analysis of group achievement gains was prepared for the Jackson-Mann Extended Day Program.

IV. FORMATIVE EVALUATION RESULTS

A. Administration/Supervision

In this section, paraprofessional, teacher, and principal satisfaction with various aspects of the Early Childhood Program administration are discussed. Results are based primarily on informal interviews, classroom observations, and questionnaire ratings and comments. Specific items included in this section are the following: overall administrative structure, clarification of teacher/paraprofessional job roles, satisfaction with Title I related job duties, number of assigned kindergarten teachers to paraprofessionals, caseload size, student identification procedures, and standardized testing.

1) Overall Administrative Structure

This year there was a major change in the overall administrative structure of the Early Childhood Program. There was no appointed Early Childhood Title I administrator. Because there was no Program Director, testing, staffing, and total program implementation did not occur until February 1981. However, when asked to rate "degree of satisfaction" with the present administrative structure, 84 percent of the paraprofessionals and 91 percent of the principals reported satisfaction.

Most involved staff indicated previous experience and knowledge of the Early Childhood Program. About 75 percent of the paraprofessionals taught in their present school last year and 90 percent of the respondent principals had been associated with the program for at least two years. Therefore, the Program was able to continue without a director this year.

Paraprofessionals felt Title I administrators were supportive, supplied materials, and were available as needed although actually in each classroom a few times throughout the year. Monitoring was limited due to the lack of a Program Director. In addition, there were coordination problems. One kindergarten did not receive services, and some paraprofessionals did not teach full caseloads due to mid-year notice of caseload regulations.

Principals indicated 14 percent dissatisfaction with the staff selection procedures. They desired more input into hiring procedures. (Refer to Figure 1.)

RELEVANT COMMENTS

"I've been very lucky . . . the teachers and administrators have been beautiful to work with." (Paraprofessional)

"I didn't receive the letter until January that I should have 40 children, so I don't have that many children in the program." (Paraprofessional)

"Last year there were two supervisors, this year there was no supervision other than school based." (Principal)

"Yes, [continue the Early Childhood Program] . . . but there must be supervision of the program and changes made." (Principal)

"The principal has no involvement in the staff selection process." (Principal)

"[Title I Administrators] . . . I don't even know who they are." (Teacher)

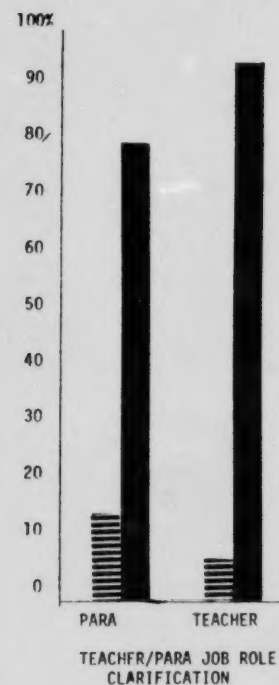
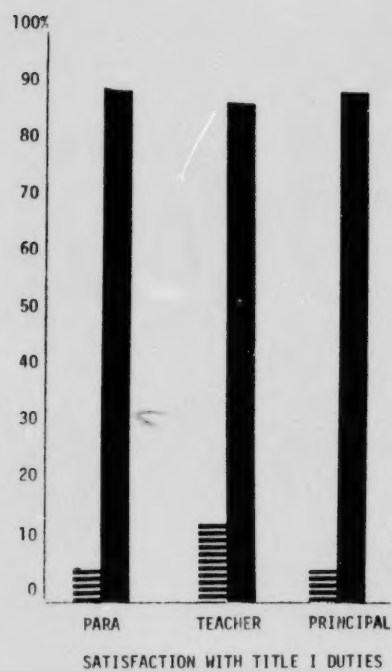
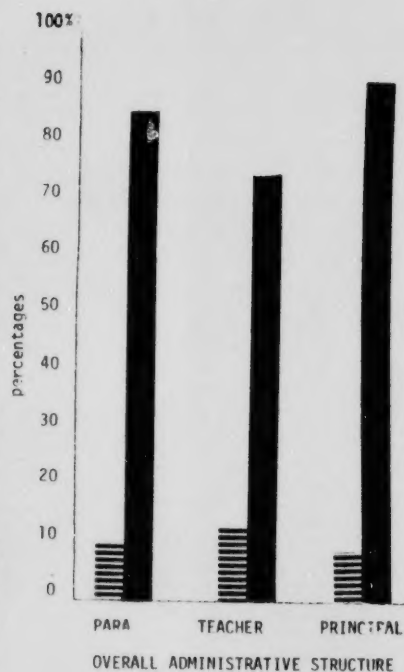
Figure 1
EARLY CHILDHOOD ADMINISTRATION

LEGEND

▨ - DISSATISFACTION

■ - SATISFACTION

NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100



2) Clarification of Teacher/Paraprofessional Job Roles

Kindergarten teachers and principals indicated a high level of satisfaction with clarification of teacher/paraprofessional job roles. Paraprofessionals indicated a slightly different point of view with "level of satisfaction" with ratings 10 percent lower than teachers and principals. Working with several teachers, lacking designated pre-planning time with teachers, and limiting instruction to only Title I identified children in an in-class program appear to be primary sources of role ambiguity for paraprofessionals. Several teachers commented regarding these issues. (Refer to Figure 1.)

RELEVANT COMMENTS

"There should be one aide to one classroom. They should not have to ignore other children. Whole class is in Title I target area, so should be able to work with the aide if it wants. Non-identified children don't understand rejection." (Teacher)

"There is absolutely no time for teacher/paraprofessional planning activities." (Teacher)

"There must be stronger supervisory involvement by Early Childhood staff and a clearer role definition in relation to principal, teacher, and paraprofessional with the Title I Department." (Principal)

3) Satisfaction with Title I Related Job Duties

Teachers, paraprofessionals, and principals indicated above 88 percent satisfaction with Title I related job duties -- a very high level of satisfaction. The only element of controversy dealt with the amount of paperwork required of staff. Although student files observed were complete

with updated performance objectives, parent letters, attendance, and work samples; the writing of daily lesson plans for up to 40 children was viewed as time consuming and detracting from instruction time. No designated time is allotted for this task. (Refer to Figure 1.)

RELEVANT COMMENTS

"Written daily plans are a waste of time. Can be better used servicing." (Teacher)

"Too many instructions and tests and reports. They burden the teacher with clerical work and take away from regular classroom duties." (Teacher)

"Overwhelming amount of unnecessary and repetitive paperwork." (Teacher)

"No time is provided for excessive paperwork which must be done during personal time at home. This is a serious problem which has never been addressed in the seven years I have been involved in the Title I program." (Teacher)

4) Number of Assigned Kindergarten Teachers to Paraprofessionals

Kindergarten teachers and paraprofessionals were moderately satisfied with the number of kindergarten teachers assigned to paraprofessionals. Satisfaction ratings for both groups were 67 and 73 percent respectively. Paraprofessionals presently work with one to four teachers depending on school size. Both groups felt that paraprofessionals were effective, but fewer teachers per paraprofessional would benefit Program operations. Several opinions on the subject were expressed. (Refer to Figure 2.)

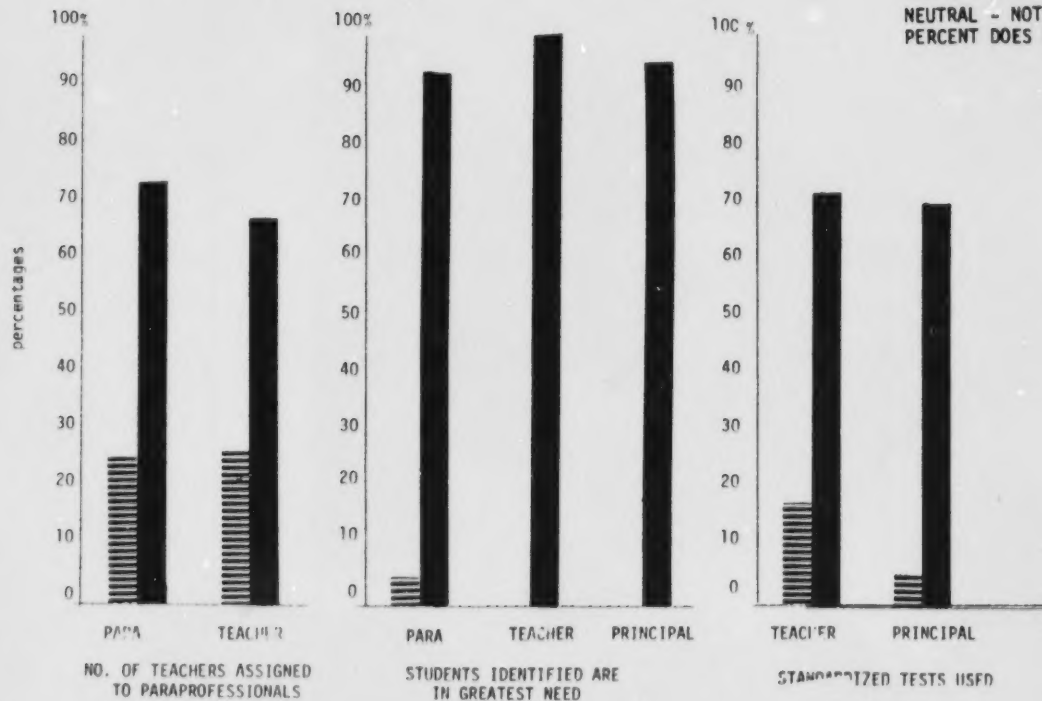
Figure 2
EARLY CHILDHOOD ADMINISTRATION
(cont)

LEGEND

▨ - DISSATISFACTION

■ - SATISFACTION

NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100



RELEVANT COMMENTS

"I now work with 40 students . . . taken from three teachers or five classes. I think 30 students total, considering the paperwork involved, would be sufficient. Also, two teachers is a sufficient amount to work with. Perhaps an ideal situation might be two classrooms A.M. and P.M. with eight Title I students per session (32 students)." (Paraprofessional)

"Title I is very useful for children with no skills at all. More paraprofessional workers would be helpful." (Teacher)

"There should be a Title I aide for each KI and KII teacher all day. No sharing for half sessions." (Teacher)

"It's difficult for one paraprofessional to work with three teachers and three groups of children in the kindergarten." (Teacher)

"If there could have been a paraprofessional for each classroom instead of one paraprofessional for four classrooms, the children would have benefited much more from the program." (Teacher)

5) Number of Assigned Students to Paraprofessionals

Paraprofessionals responded the following when asked to rate "level of satisfaction" with student/paraprofessional ratio this year:

DISSATISFIED	--	22%
NEUTRAL	--	0%
SATISFIED	--	78%

In the past, maximum caseload for paraprofessionals was 20 students per day. This year maximum caseload was increased to 40 students per day. In actuality caseloads varied significantly depending on the size of the school, from 10 to 40 students per paraprofessional. Many teachers and paraprofessionals openly expressed opinions on this issue as stated below.

RELEVANT COMMENTS

"The number of children I service is too great to actually instruct them in depth properly. The time for them is very limited." (Paraprofessional)"

"I think 40 is too many when you are servicing two teachers to two levels at the same time. The quality of the extra help is diluted because you can't spend as much time with each child." (Paraprofessional)

"My aide is indispensable." (Teacher)

"When the number of children serviced was 10, I think the quantity of individualized instruction was better in my classes." (Teacher)

"By extending the number of children from 10 to 20 looks good on paper, but when there are only 20 in the class - it isn't necessary to have all pupils in Title I." (Teacher)

"Too many children for one aide to individualize." (Teacher)

6) Students Identified Are in Greatest Need

All sources questionnaired indicated an extremely high level of agreement (above 90 percent) that identified students are in need of service. Therefore, the student selection and screening procedures, (see criteria

checklist), presently implemented seem to be very effective. (Refer to Figure 2.)

RELEVANT COMMENTS

"The Jackson-Mann School needs the Title I program because of the handicapped children." (Paraprofessional)

"All the kids are in need. It's just a matter of who's worse off." (Paraprofessional)

"Please do not cut the Title I program. The children need the help very badly." (Paraprofessional)

7) Testing

Teachers and principals indicated 70 percent satisfaction with standardized tests used this year. Based on staff comments, this moderate level of satisfaction may be due to the late pre-testing date (February). (Refer to Figure 2.)

RELEVANT COMMENTS

"Tests not given until February." (Teacher)

"The tests are much too long. They take time away from the regular program and other children." (Teacher)

"Tests seem to not test objectives, but other skills. I find children can achieve on the test and still not meet objectives." (Teacher)

"Neither KI or KII test for letters. (Capital KI, Capital/lower case KII.)" (Teacher)

Summary

In summary, respondents indicated that administrative support was a Program strength, yet need for a designated administrator is apparent. Clarification of job roles has been established by many teacher/paraprofessional teams after prior working experience together. Finding a balance for assisting non-Title I children within the classroom was an issue many had already resolved. Overall, respondents were satisfied with their job duties, with the exception of paperwork. In particular, maintenance of daily lesson plans for forty children is time consuming and not felt to be an effective use of time by many. One or two paraprofessionals per teacher is the given preference. Three or more tended to confusion in provision of services. Caseload size of 40 children is much too large for individualized instruction. Student selection procedures along with the identification checklist was viewed as effective. Early Childhood staff were instructed not to give standardized tests to foreign speaking children; however, evaluators are not certain that these instructions were followed in all cases. Pre-tests were given late in the year, in February, due to extenuating circumstances.

B. Instruction

In this section KI/KII performance objectives and curriculum, amount of classtime for individualized instruction, coordination of Title I activities with classroom activities will be discussed. Satisfaction levels were rated and evaluated by paraprofessionals, teachers and principals.

1) Performance Objectives and Curriculum

It appears that principals, teachers and paraprofessionals are very satisfied with the present KI/KII curriculum and performance objectives. The level of satisfaction ratings are in the 90 percent range for all three respondent groups as indicated in Figure 3.

RELEVANT COMMENT

"Good objectives for disadvantaged children." (Teacher)

2) Amount of Classtime Allotted for Individualized Instruction

Teacher and paraprofessional satisfaction levels were 80 percent, while principal satisfaction averaged 91 percent for the amount of classtime allotted to individualized instruction. Overall, "level of satisfaction" is quite high in this area. Only one teacher commented that in a half-day program, situation time for individualized instruction is limited.

A related issue to classroom instruction is the concern for providing service to only Title I students. Paraprofessionals were observed a majority

of the time assisting whole group activities, instructing small groups and individuals within the classroom. Because the Program is contained within the classroom, non-Title I children often request help of the Title I paraprofessional or voluntarily become involved in the activity to also get individualized attention. Most paraprofessionals resolved this issue independently and selected to assist both Title I and non-Title I students contrary to Program guidelines. One paraprofessional's comment - "Regular children resent not being able to work with the Title I teacher," is the sentiment of many.

3) Coordination of Title I Activities With Classroom Activities

Curriculum pre-planning time and discussion of students' performance objectives will be discussed in this section. Teachers, paraprofessionals, and principals responded to these items. Although teachers were very satisfied (90 percent) with the amount of pre-planning which occurred, paraprofessionals indicated only moderate satisfaction (78 percent) implying a need for more coordination. Teachers, paraprofessionals, and principals indicated no time was specifically allotted in the daily schedule for pre-planning and coordination. Pre-planning time usually occurred during free play, snacktime, or before school hours.

Discussion of students' performance objectives was also sporadic between paraprofessionals and teachers. Level of satisfaction was 70 and 72 percent respectively with time allotted to discuss performance objectives. It appears that very little discussion of performance objectives occurs.

As noted in the "Communication" section of this report, paraprofessional/teacher communications were ranked highest of all involved program participants. Therefore, it seems that breakdowns in coordination and performance objective discussion is not due to lack of teamwork but rather due to lack of specifically allotted time during the day to pre-plan activities.

RELEVANT COMMENTS

"My aide and I have an excellent working relationship, but there is very little time for us to plan together - though we find as much time as possible. Never enough time to discuss performance objectives." (Teacher)

"There is absolutely no time allotted for teacher/paraprofessional planning activities." (Teacher)

"There is no time allotted for teacher/paraprofessional planning. This is a serious concern for all Title I teachers and paraprofessionals." (Principal)

Figure 3

CURRICULUM AND PERFORMANCE OBJECTIVES

LEGEND

≡ - DISSATISFACTION

■ - SATISFACTION

NEUTRAL - NOT INDICATED

PERCENT DOES NOT EQUAL 100

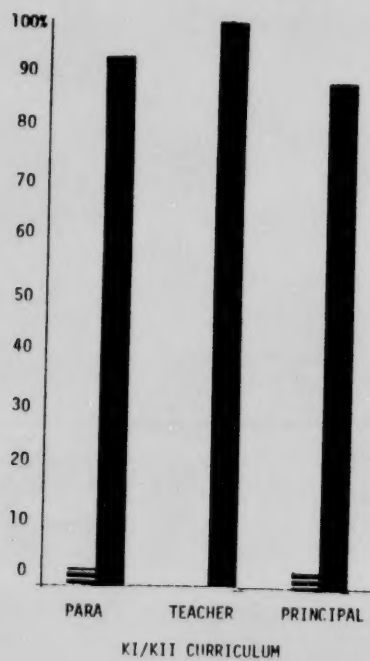
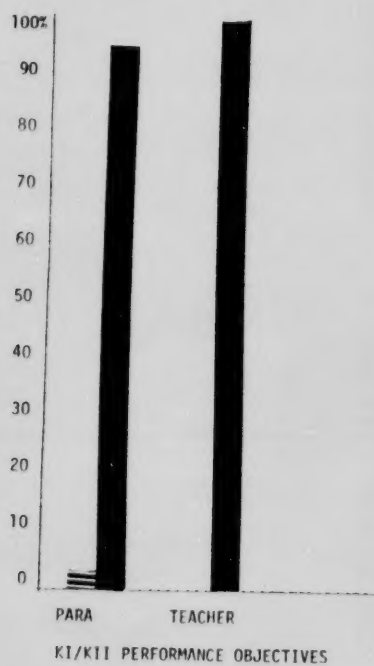
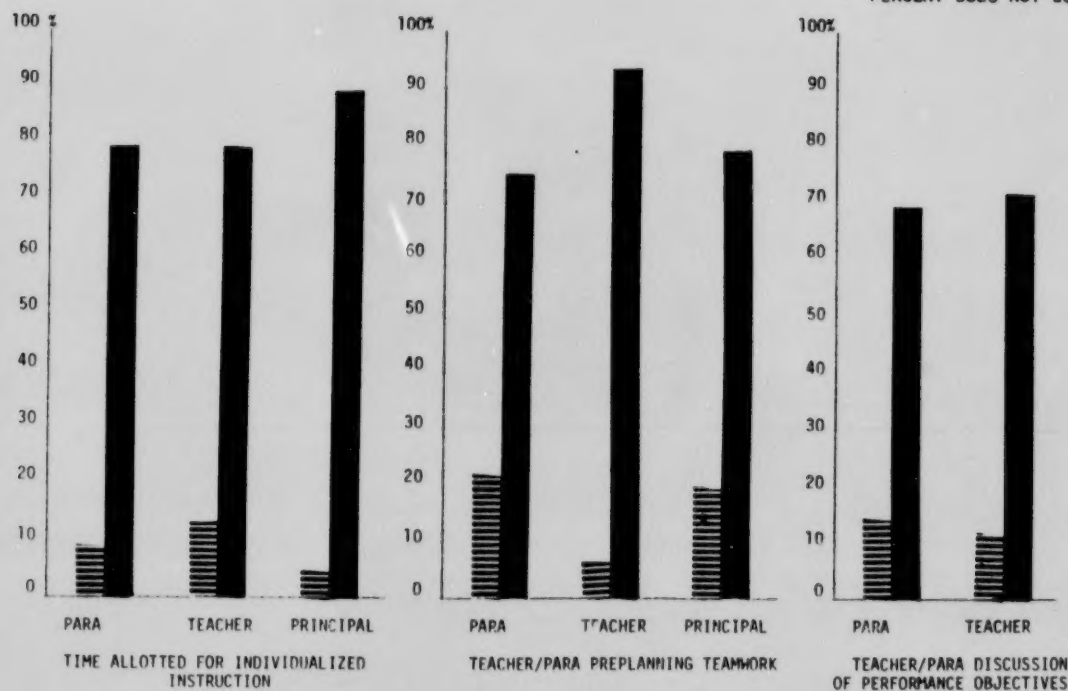


Figure 4
INSTRUCTION AND
TEACHER/PARAPROFESSIONAL TEAMWORK

LEGEND
 ▨ - DISSATISFACTION
 ■ - SATISFACTION
 NEUTRAL - NOT INDICATED
 PERCENT DOES NOT EQUAL 100



Summary

In summary, respondents were very satisfied with the present KI/KII curriculum and performance objectives. Allotted classtime to provide Individualized Instruction was available but somewhat limited by constraints of the large number of children to be instructed. Pre-planning daily activities between paraprofessional and teacher was limited due to lack of designated time in most daily schedule. Consequently, discussion of Individual performance objectives occurred infrequently.

C. Communications

In this section, paraprofessionals, kindergarten teachers, and principals provided satisfaction ratings on the following Title I related aspects of communication: communication of Title I regulations to Non-Title I Staff, communications between involved persons (paraprofessionals, teachers, administrators, parents), and written communications.

1) Communication of Title I Regulations to Non-Title I Staff

Principals and paraprofessionals indicated 80 percent degree of dissatisfaction with communication of Title I goals and regulations to Non-Title I staff. Non-Title I teachers' level of dissatisfaction was 13 percent. Although dissatisfaction ratings indicate need for improvement, comments giving reasons for dissatisfaction were not supplied. It is unclear where the communication breakdown occurs. The present system for notifying Non-Title I staff of regulations at each school is unknown by the evaluators.

2) Communications With Involved Staff

Communications between Title I administration, principals, teachers, paraprofessionals, and parents were rated. In general, communications with Title I and Non-Title I staff were rated over 80 percent satisfactory.

Kindergarten teachers and paraprofessional communications received the highest overall rating of 92 percent satisfaction. Evidence of this high level of communication was apparent as many paraprofessionals were observed taking an active role in class instruction. Teachers commented that "in the children's eyes the paraprofessional is a teacher too." Principals commended the excellent teamwork between paraprofessional and kindergarten teacher.

Communication between principals and staff was ranked second highest (87 percent satisfaction). Principals were supportive and accessible to the Early Childhood Program.

Although paraprofessionals and principals were extremely satisfied with support received from Title I administration, only 64 percent of the kindergarten teachers indicated satisfaction with these communications. It is apparent that Title I administration concurs primarily with principals and Title I staff. Non-Title I teachers seem to want to be a more integral part of the Program. The type of need for teacher and administrative communication is unclear. Some teachers have expressed dissatisfaction with their degree of material input, paperwork, and paraprofessional caseloads. In addition, no time is allotted for kindergarten teachers to meet with Title I administrators.

Paraprofessionals indicated 83 percent satisfaction with communication with other paraprofessionals. Several paraprofessionals praised the supportive value of peer sharing during the paraprofessional communications workshop held this year. More workshops of this kind were requested.

Parent communications averaged 80 percent level of satisfaction. This was the area of least satisfaction within the communications component.

Figure 5

COMMUNICATIONS
TITLE I REGULATIONS & PROGRESS REPORTS

LEGEND

▨ - DISSATISFACTION

■ - SATISFACTION

NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100

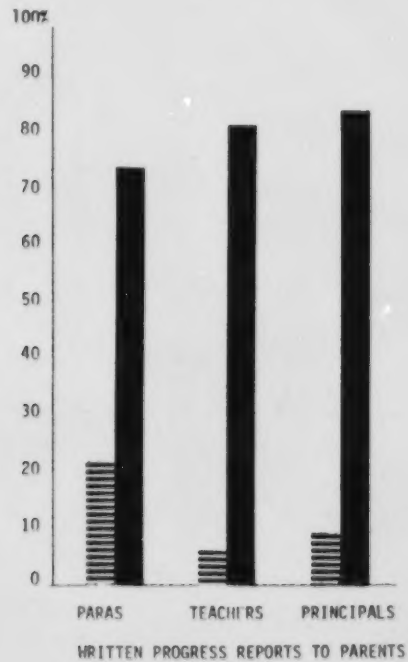
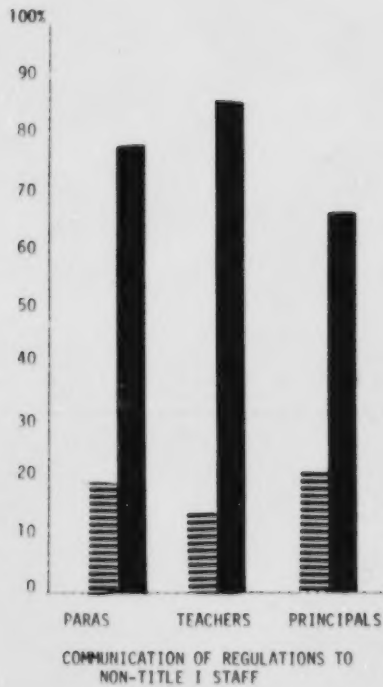


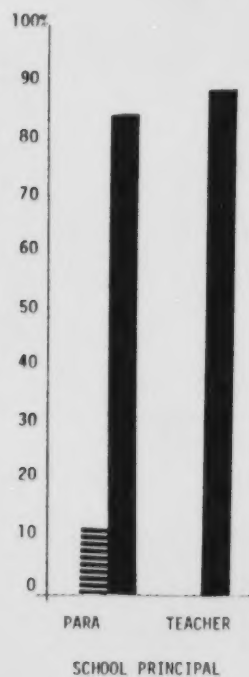
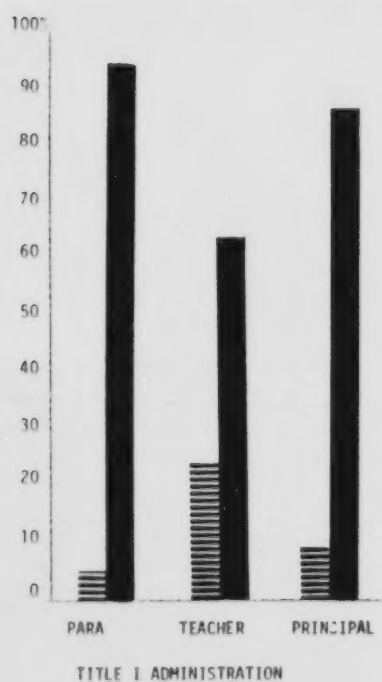
Figure 6
COMMUNICATIONS
TITLE I ADMINISTRATION & PRINCIPALS

LEGEND

▨ - DISSATISFACTION

■ - SATISFACTION

NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100



3) Written Communications - Reporting Systems to Parents

Written communications to parents occurred in the form of newsletters, homework assignments, and progress reports. Forms of communication vary by school. Both informal oral communication and formal written communication occur at many schools.

Involved personnel were asked to rate their level of satisfaction with ongoing progress reporting systems to parents. Satisfaction levels among respondents were moderate, with paraprofessionals showing the greatest level of dissatisfaction (35 percent). Some indicated that communication barriers of foreign language, and parent indifference were causes of ineffective reporting systems. Paraprofessionals from some schools stated there was no "written reporting system to parents" at their school. Many paraprofessionals communicate student progress to parents orally as needed when delivering their children to and from school.

Figure 7

COMMUNICATIONS
TEACHER/PARAPROFESSIONAL & TITLE I PARENTS

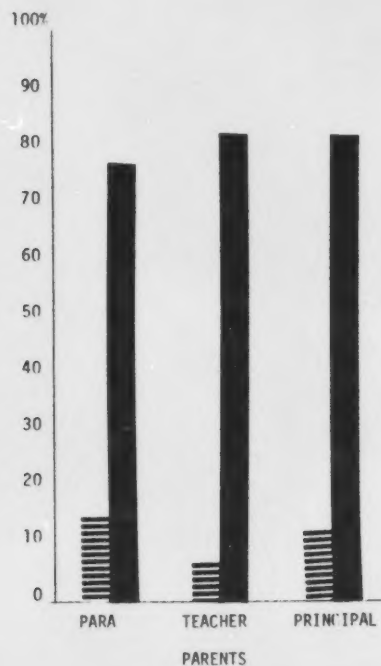
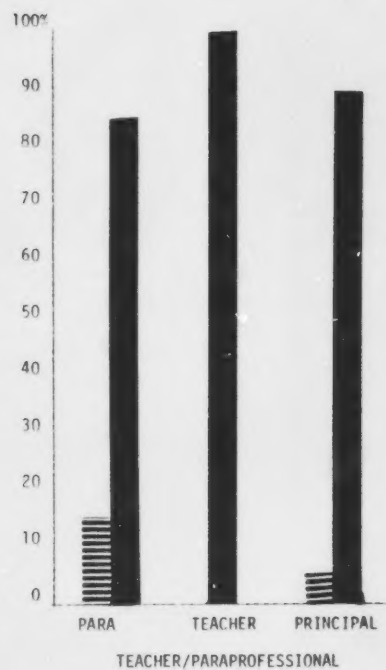
LEGEND

▨ - DISSATISFACTION

■ - SATISFACTION

NEUTRAL - NOT INDICATED

PERCENT DOES NOT EQUAL 100



Summary

Principals, teachers and paraprofessionals viewed communication of Title I goals and regulations to Non-Title I staff as somewhat dissatisfactory. However, no comments or recommendations supporting these ratings were provided.

Communications between Involved Early Childhood personnel were rated satisfactory by all respondents with teacher/paraprofessional communications ranking highest. Non-Title I kindergarten teachers desired more contact with Title I administration. Parent communications were ranked lowest in comparison. Written communication of student progress does not occur in many schools. However, oral communication does take place at schools in which parents deliver children personally.

D. In-Service/Staff Development

Paraprofessionals were asked to rate the usefulness of orientation and quality, quantity, and paraprofessional input into workshops. Orientation and workshop results are discussed below.

1) Orientation

The level of satisfaction with orientation was 89 percent with "zero" dissatisfaction ratings. Therefore, paraprofessionals appear to view orientation as informative and valuable, particularly for paraprofessionals new to the Program.

2) Workshops

The degree of satisfaction with quantity and quality of workshops was stated by Title I paraprofessionals. Orientation and three paraprofessional in-service workshop were provided this year by the Title I administration. Although over 50 percent of the paraprofessionals were not satisfied with the number of workshops offered, over 90 percent were very satisfied with quality and amount of input into workshop content.

Of particular value to many paraprofessionals was the experience of role playing both teacher and child roles, and discussing program likes and dislikes openly among peers. Many paraprofessionals requested that more workshops of this type be held throughout the year.

RELEVANT COMMENTS

"Workshops are good for beginning paraprofessionals."
(Paraprofessional)

"Workshops are very informative, but there are very few of them."
(Paraprofessional)

"Not enough workshops, 1980-81." (Paraprofessional)

"Would be most helpful if teachers attended with aide."
(Paraprofessional)

Summary

Orientation and in-service workshops were useful and informative for paraprofessionals. More workshops, similar to those held this year were requested by paraprofessionals.

E. Materials and Facilities

Results in this section are based on classroom observations, informal interviews, and questionnaire results. Principals, teachers, and paraprofessionals were questioned on six items related to facilities and materials. Because there was very little variance in responses regarding "MATERIALS", these items will be discussed in one part and Facilities as another.

1) Materials

Teacher, paraprofessional, and principal satisfaction ratings universally indicated an extremely high level of satisfaction with the quality, variety, accessibility, interest level, and maintenance of materials. The following comments from involved Title I staff support these ratings with two further recommendations. Recommendations deal with teacher input into material selection and provision of less play-oriented materials.

RELEVANT COMMENTS

"Excellent learning materials." (Teacher)

"The materials were just what the slow learner needed." (Jackson-Mann)

"The materials are great. The children love working and playing with them." (Paraprofessional)

"All materials are age and ability appropriate and used all day long in my classroom." (Paraprofessional)

"I think teachers should be given the opportunity to select something they think should be purchased." (Teacher)

"Rather see less of the 'play-oriented' materials even at K1 level. In many cases more should be expected and demanded of staff, pupils, and parents." (Principal)

2) Facilities

Satisfaction ratings of adequate space for instruction decreased somewhat from material ratings. Although moderate satisfaction was indicated by principals and teachers, paraprofessionals indicated 25 percent dissatisfaction. Many felt class space was too limited for the amount of children in the classrooms. Classrooms observed varied widely in size, storage space, and equipment. In some of the smaller classrooms a designated area for Title I Individualized Instruction was not appropriated as in larger rooms.

Lighting, heating, and ventilation were observed to be 100 percent satisfactory. Most rooms were creative with children's work displayed.

RELEVANT COMMENTS

"Space is limited for instruction and storing materials. Very limited." (Paraprofessional)

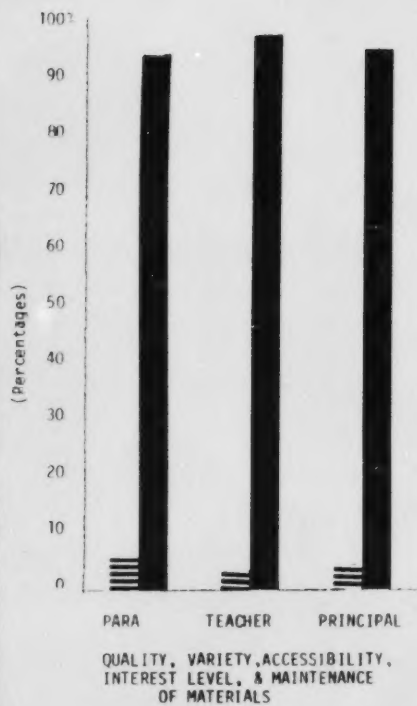
"Room too small to allow a clearly defined area." (Teacher)

"Too many children in the classroom. There are two kindergartens, 30 in a class." (Teacher)

Summary

Materials are a keynote feature of the Early Childhood Title I program. All respondents were pleased with every aspect of the materials provided. Classroom space for Individualized Instruction varied by school. In some schools where classrooms were small, space was limited and un conducive for Individualized Instruction.

Figure 8
FACILITIES & MATERIALS



F. Parent Participation

Principals, teachers, and paraprofessionals rated their "level of satisfaction" with parent participation in a mailed questionnaire responding to two items: Parent Cooperation and Degree of Involvement.

Parent participation was rated relatively low in comparison to other program components. Teachers and paraprofessionals indicated 30 percent dissatisfaction with the level of parent cooperation and involvement.

Principals rated overall parent participation 49 percent satisfactory with 35 percent neutral ratings. This large percent of "neutral" ratings may indicate that parent involvement at one school may vary from great to none at all. Reasons given by teachers for lack of parent involvement are distance, non-English speaking parents, working parent families, timing of PAC meetings, many child families and indifference.

Factors contributing to parent involvement at some schools are homework programs, newsletters, paraprofessional Title I presentations at PTA meetings, and daily parental child delivery to classrooms. Parent workshops were recommended. One paraprofessional indicated that because Early Childhood Title I instruction is contained within the kindergarten class, the parents may not differentiate Title I instruction from kindergarten instruction. Therefore, parent knowledge of Title I services is often not separated from the overall kindergarten program.

RELEVANT COMMENTS

"Although many parents seem indifferent, it should be noted that many parents work one or more jobs and are unable to come to school to visit." (Principal)

"More minority parents need to attend and participate at meetings." (Principal)

"Very difficult to get parents involved." (Principal)

"Little satisfaction." (Principal)

"[Parent participation] . . . NONE"

"My aide and I have set up a homework program for the parents to help the child with at home. It has been very successful." (Teacher)

"Very poor attendance at Title I meetings." (Teacher)

"Takes two months just to get permission letter back - apathetic." (Teacher)

"Most of the parents are not English speaking." (Paraprofessional)

"I believe workshops for parents would be beneficial." (Paraprofessional)

"Parents are very pleased to have Title I in the schools." (Paraprofessional)

"Parents are not really aware of Title I services because it is an in-class program." (Paraprofessional)

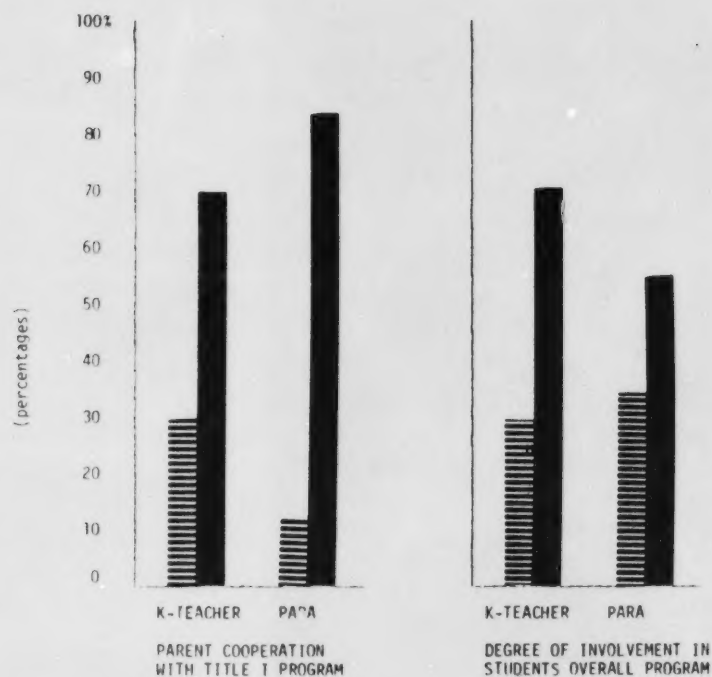
Figure 9
PARENT PARTICIPATION

LEGEND

▨ - DISSATISFACTION

■ - SATISFACTION

NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100



Summary

Although satisfaction ratings are low, it is difficult to judge reasons for lack of attendance at parent meetings. Indifference may be prevalent, but other logistic factors prevent involvement. At schools in which parents deliver their children to school, involvement is naturally increased on an informal basis. Because of the in-class structure of this program, many parents are not aware of the specialized services their child receives. Parent involvement, especially directly related to the classroom continues to be encouraged by all.

Program Outcome Judgements

Teachers, paraprofessionals, and principals were asked to make subjective program judgements regarding greatest student gains in this Early Childhood Program. Gains judged were based on the stated Early Childhood Priorities for this year: self-concept, oral communication, motor development, study habit development, and performance objective achievement.

Percent averages of "high" gains were computed for all respondent groups by item. Gains are ranked in the following order: Oral Communication (83 percent); Self-Concept (79 percent); Performance Objectives (71 percent); Motor Development (69 percent); and Study Habits (67 percent). Oral communication skills are a primary need, especially in classes with non-English speaking children enrolled.

RELEVANT COMMENTS

"I don't think that people are aware of the number of children in kindergarten whose home language is not English. In our kindergarten alone we have children who speak Greek, Italian, Spanish, Portuguese, Chinese, Japanese, Russian and Armenian. The paraprofessional can take extra time with the child for language and vocabulary development. Thus the child will enter first grade with a firmer grasp of the language. He will not meet the frustration of not knowing for example, the names of the pictures in the phonics book or what certain words mean, especially verbs and prepositions."

"I think the greatest gains, although they are specific achievement gains, are in the areas of self-esteem, oral language, and self-confidence." (Paraprofessional)

"Title I service is very important and helpful to these children. I have seen much progress. Cutting down numbers would help greatly." (Paraprofessional)

"Children gain a good self-image working with materials helping them to learn basic skills." (Teachers)

"All students seem to benefit from this program. They have special needs which need to be met to insure normal emotional, educational, and social development. These needs would not be met elsewhere. The program is a necessity." (Jackson-Mann)

"Students enjoy the wide range of activities and are especially attentive and responsive." (Principal)

"Please do not cut the Title I program. The children need the help very badly." (Paraprofessional)

"The Jackson-Mann School needs the Title I program because of the handicapped children." (Paraprofessional)

Figure 10
PROGRAM OUTCOME JUDGEMENTS
SELF-CONCEPT AND ORAL COMMUNICATION GAINS

LEGEND

■ - High Gains

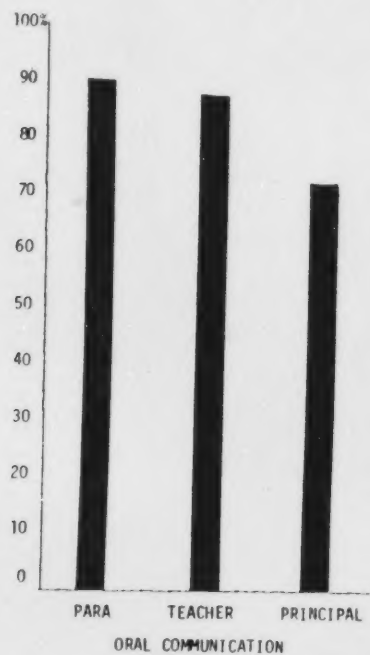
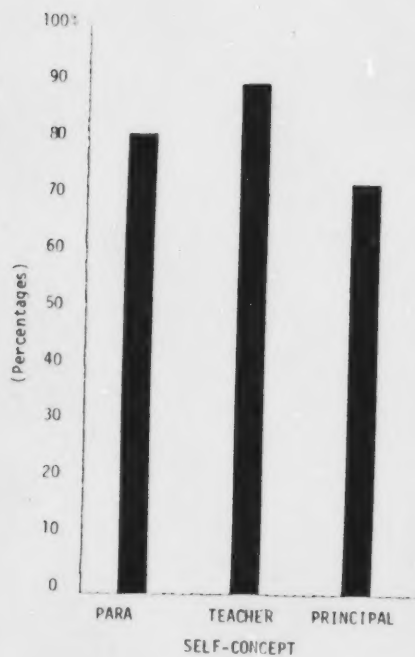


Figure 11
PROGRAM OUTCOME JUDGEMENTS
MOTOR AND STUDY HABIT DEVELOPMENT

LEGEND
■ - High Gains

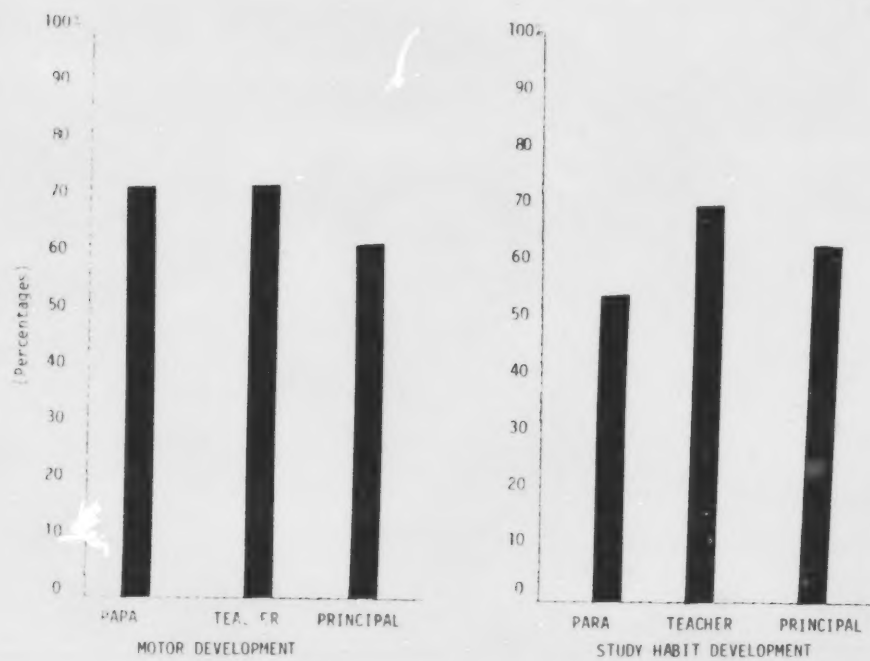
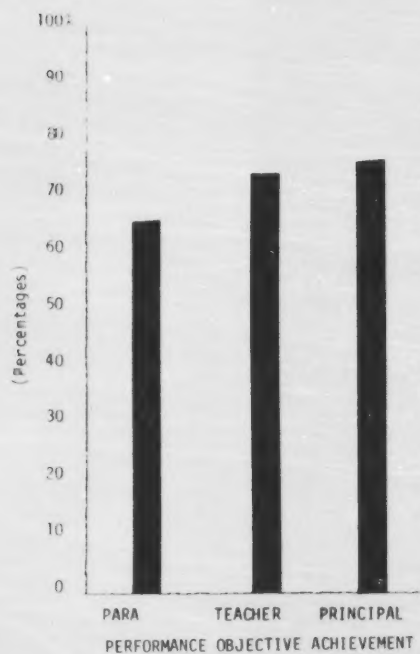


Figure 12
PROGRAM OUTCOME JUDGEMENTS
PERFORMANCE OBJECTIVE ACHIEVEMENT

LEGEND

■ - High Gains



VI. SUMMATIVE EVALUATION RESULTS

In this section an examination of standardized test scores is presented. In addition, the achievement of performance objectives and mean attendance by school is reported. Summative evaluation findings are reported separately for three groups: kindergarten I classes, kindergarten II classes, and the Jackson-Mann Program for hearing and hearing impaired students. A total of 763 preschool children were administered pre and post standardized reading readiness tests in twenty-nine Boston schools.

A. Standardized Test Findings

1) Kindergarten I

Program Objective:

Given the services of Title I Kindergarten aides for a 10 month period, the Title I Identified KI children will show an increase of one normal curve equivalent score, as measured by a pre-post test administration of the Cooperative Preschool Inventory.

The Cooperative Preschool Inventory, an assessment and screening instrument designed for individual use with children aged three to six years, was selected for Kindergarten I children. Made up of sixty-four items, the inventory is designed to measure children's performance in the following areas: basic information and vocabulary; number concepts and ordination; concepts of size, shape, motor and color (concepts I); concepts of time, object class, and social functions (concepts II); visual-motor performance; following instructions; and independence and self-help.¹

¹Preschool Inventory, Revised Edition - 1970. Cooperative Tests and Services, Educational Testing Service; Princeton, New Jersey, P. 7.

As stated in the program objective, at the end of a ten month period in Title I, KI students were expected to show an increase of one normal curve equivalent (NCE), as measured by a pre-post administration of the Cooperative Preschool Inventory. A booklet entitled Interpreting NCEs defines NCEs in the following way:

NCEs are normalized standard scores. They share these characteristics with T-scores and stanines. NCEs have a mean of 50, as do T-scores, and a score of 50 on both scales matches the 50th percentile of the national distribution.

NCEs were constructed to have a standard deviation of 21.06. This value was selected because it produces an exact match between NCEs of 1 and 99 and percentiles of 1 and 99. NCEs thus have the same range (1 to 99) and midpoint (50) as percentiles. It is from this correspondence that NCEs derive their meaningfulness.²

Tests were administered to Kindergarten I students in February 1981 and April 1981. Given the late pre-testing date it would be expected that gains would be minimal. However, as Table 4 depicts, on the following page, the gains were substantial.

The data presented in Table 4 indicates that KI Title I children made significant gains in their reading readiness skills during the year. In terms of Normal Curve Equivalents (NCE's), the gain was 15.3 NCE points, from 59.2 to 74.5. This large gain exceeded the program objective and is statistically significant well beyond the $p < .001$ level. The results are based on 259 children who took both the pre and post tests.

² Interpreting NCEs, ESEA Title I Evaluation and Reporting System, G. Kaster Tallmadge. RMC Research Corp.; Mountain View, California: Oct. 1976, pp.2-3.

Table 4
K-1 COOPERATIVE PRESCHOOL INVENTORY
N = 259 Preschool Children

	Pre-Test	Post-Test	Gain	t Value	Significance
<u>Raw Scores</u>					
Means	40.7	50.1	9.5	18.2	p < .001
Standard Deviations	(10.8)	(9.2)			
<u>Percentile Scores</u>					
Means	63.3	80.6	17.4	12.9	p < .001
Standard Deviations	(27.5)	(22.7)			
<u>NCE Scores</u>					
Means	59.2	74.5	15.3	13.6	p < .001
Standard Deviations	(20.8)	(19.3)			

Since we expected there to be a correlation between attendance and gain in standardized test scores, we conducted correlations between the two (Table 5). Surprisingly, we found no correlation between attendance and test score gain.

Table 5

K-1 EARLY CHILDHOOD CORRELATIONS OF ATTENDANCE WITH GAIN IN TEST SCORES
(N = 258)

Test Measure	Correlation (r) of Gain Score	Proportion of Variance of Gain Score Accounted for by Attendance R ²	Significance
Gain Raw Score	- .04	.001	N.S.
Gain Percentile	- .01	.000	N.S.
Gain NCE	+ .02	.000	N.S.

From Table 5 we can conclude that, within the normal degree of attendance observed this year, there is no relationship between the number of days Title I classes were attended and test score gain.

2) Kindergarten II

Program Objective:

Given the services of the Title I Kindergarten aides for a 10 month period, the Title I Identified KII children will show an increase of one normal curve equivalent, as measured by a pre-post administration of the Boehm Test of Basic Concepts.

The Boehm Test of Basic Concepts was chosen for Kindergarten II children. The test, made up of fifty items, is designed to measure children's mastery of concepts considered necessary for achievement in the child's first years of school. Subject areas tested include reading, arithmetic and science.³

³Boehm Test of Basic Concepts Manual. The Psychological Corporation, 1971 Edition, P. 3.

As stated in the program objective, students were expected to show an increase of one normal curve equivalent (NCE) as measured by a pre-post administration of the Boehm Test of Basic Concepts. NCEs are defined on pages 44-45. The test was administered to K11 students in February 1981 and April 1981. Given the short period between testing dates one would expect the gains to be minimal. However, as shown in Table 6, the gains were significant.

Table 6
K-2 BOEHM TEST OF BASIC CONCEPTS
N = 488 Preschool Children

	Pre-Test	Post-Test	Gain	t Value	Significance
<u>Raw Scores</u>					
Means	30.8	38.0	7.2	23.1	P < .001
Standard Deviations	(7.9)	(6.9)			
<u>Percentile Scores</u>					
Means	60.6	65.1	4.5	3.9	p < .001
Standard Deviations	(28.6)	(26.6)			
<u>NCE Scores</u>					
Means	57.7	60.9	3.2	3.9	p < .001
Standard Deviations	(20.6)	(18.8)			

The data reported in Table 6 indicates that a statistically significant gain occurred over the year for the K11 Title I children on the Boehm Test of Basic Concepts. In terms of Normal Curve Equivalents, the gain was 3.2 units, from 57.7 to 60.9. This gain was statistically significant beyond the $p < .001$ level. Results are based on 488 children who took both the pre and post tests.

Since we expected there to be a correlation between attendance and test score gain, we conducted the following analysis (Table 7). Surprisingly, we found no correlation.

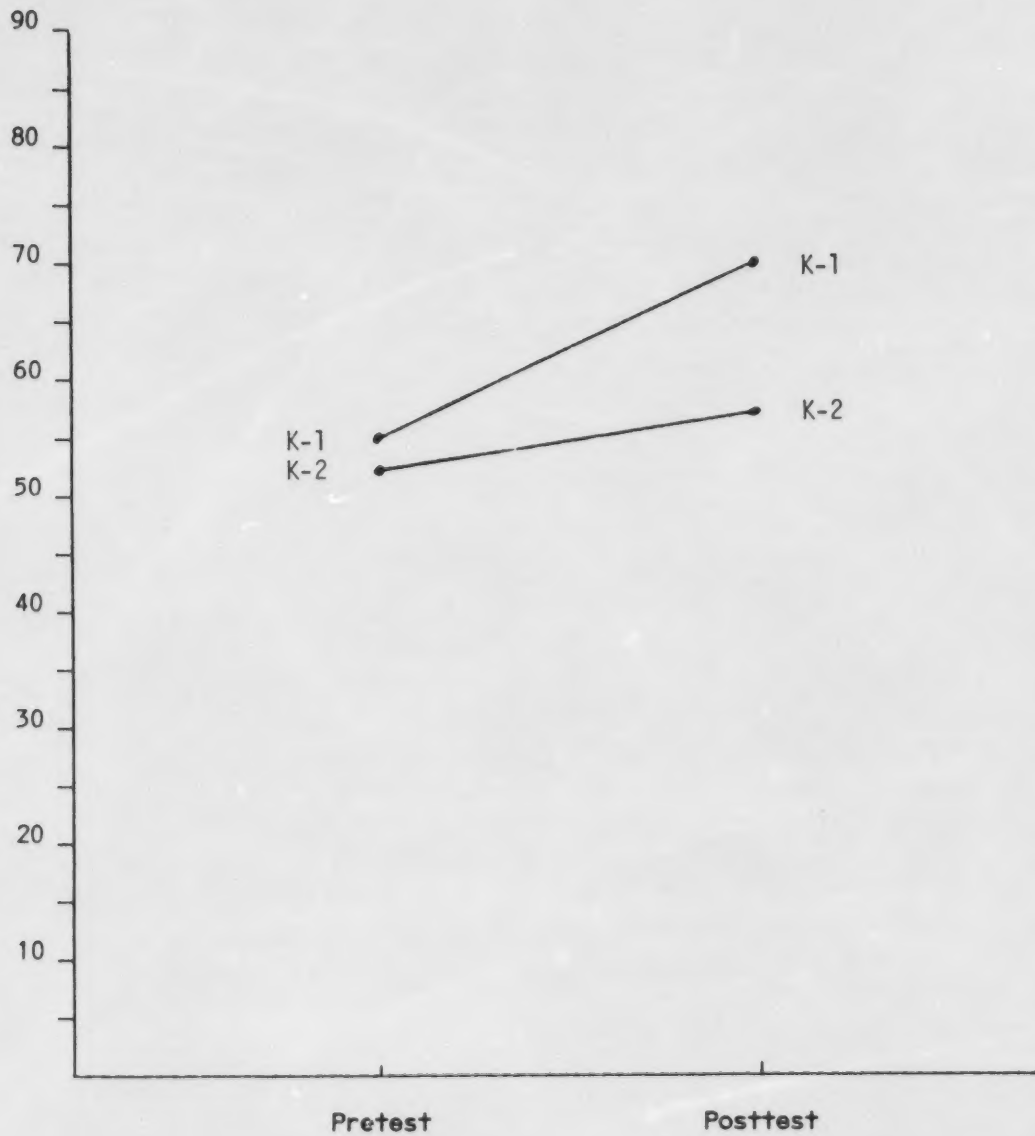
Table 7
K-2 EARLY CHILDHOOD CORRELATIONS OF ATTENDANCE WITH GAIN IN TEST SCORES
(N = 450)

Test Measure	Correlation (r) of Gain Score	Proportion of Variance of Gain Score Accounted for by Attendance R ²	Significance
Gain Raw Score	- .03	.00	N.S.
Gain Percentile	.00	.00	N.S.
Gain NCE	- .01	.00	N.S.

Examination of NCE gains indicates that the Title I program had a positive impact on participating students. Both Kindergarten I and Kindergarten II children exceeded the program objective with NCE gains of 15.3 NCE points and 3.2 NCE points respectively. A comparison of NCE gains made by Kindergarten I and II children is shown in Figure 13, on the following page. NCE gains made by Kindergarten I students are substantially larger than those made by Kindergarten II students.

Figure 13

NCE GAINS IN READING READINESS SCORES
FOR K-1 & K-2 STUDENTS



B. Achievement of Behavioral Objectives

Program Objective:

Given a one-half hour period, five days a week for 180 days, the children will achieve 80 percent of the performance objectives.

1) Kindergarten I Students

Three times during the year, in October, January and May, KI students were checked on their achievement of forty objectives including twenty-one cognitive, nine affective and ten psychomotor. By the end of the year, students were expected to achieve 80 percent of the performance objectives. Examples of cognitive, affective and psychomotor objectives are listed below. A complete listing is included in the appendix.

Cognitive Objectives

- Identify himself-herself orally by full name and address in sentence form: "My name is _____. "I live at _____."
- Point to and name the following parts of the body: "hand, ankle, elbow, finger, hip, foot, eyebrow, knee."
- Copy a circle, square, triangle, rectangle.
- Carry out three simple directions in correct order.

Affective Objectives

- Listen purposefully.
- Attempt new tasks with confidence.
- Develop responsibility in the care of books and materials.

Psychomotor Objectives

- Catch a ball/beanbag with two hands at a distance of three feet.
- Walk on stairs, alternating both feet.
- Put on clothes without assistance.

On the following page, Table 8 shows the mean percent of performance objectives achieved by school. Schools with total percents of 80 percent or higher are indicated by an asterisk. In addition, the mean number of days spent in Title I classes is presented. Schools are rank ordered beginning with the largest mean attendance and ending with the fewest number of days spent in Title I classes.

Table 8

K-1 STUDENTS - ATTENDANCE AND MEAN PERCENT
OF OBJECTIVES ACHIEVED BY SCHOOL

School	N	Attendance (In Days)	Cognitive (21 Obj.)	Affective (9 Obj.)	Psychomotor (10 Obj.)	Total (40 Obj.)
*Rochambeau	9	132.2	82%	79%	89%	83%
Haley	16	122.1	78%	57%	76%	73%
Baldwin	5	119.8	64%	53%	90%	68%
Ellis	7	117.0	47%	79%	86%	64%
*Lee	4	111.3	83%	61%	100%	83%
*Holland	8	111.0	80%	97%	100%	89%
Condon	10	108.8	75%	72%	89%	78%
Clap	9	108.7	48%	58%	68%	55%
*Dickerman	17	106.9	72%	82%	94%	80%
Everett	8	105.8	57%	83%	80%	69%
*Tuckerman	16	105.1	87%	83%	93%	85%
Hernandez	15	104.3	47%	50%	85%	56%
Mendell	23	104.2	64%	73%	90%	73%
*Winthrop	10	103.5	82%	93%	100%	89%

* 80 percent (or more) of objectives achieved

Table 8, continued

School	N	Attendance (In Days)	Cognitive (21 Obj.)	Affective (9 Obj.)	Psychomotor (10 Obj.)	Total (40 Obj.)
Abrahams	8	101.9	70%	82%	84%	77%
*Agassiz	10	99.7	91%	99%	100%	95%
Marshall	5	98.2	21%	35%	36%	28%
Trotter	8	94.5	70%	62%	75%	70%
*Garfield	11	94.4	83%	81%	95%	86%
*Dever	5	91.0	90%	100%	100%	95%
*Kennedy	11	84.8	73%	83%	93%	82%
Hurley	5	84.6	65%	73%	82%	71%
*Fuller	4	83.8	83%	72%	95%	84%
Greenwood	19	83.6	65%	74%	88%	73%
Tobin	18	52.5	53%	73%	93%	68%
Blackstone	-	No Data Available				
Hennigan	-	Title I Program Discontinued				

* 80 percent (or more) of objectives achieved

As shown in Table 8, among the twenty-five schools there is a large discrepancy in the number of days Kindergarten I students spent in Title I classes. Mean attendance ranged from 132.2 days at the Rochambeau to 52.5 days at the Tobin; a difference of 79.7 days. The median attendance was 104.2 days. No school came close to having a mean attendance in Title I of 180 days as stated in the behavioral objective.

The achievement of performance objectives by schools is also reported in Table 8. Out of twenty-five schools submitting data, eleven schools had a mean of 80 percent or higher in the achievement of performance objectives. These schools are the Rochambeau, Lee, Holland, Dickerman, Tuckerman, Winthrop, Agassiz, Garfield, Dever, Kennedy, and Fuller. The majority of schools (21) reported a mean percent of 80 or higher in the achievement of psychomotor objectives. Forty percent of the schools had a mean of 80 percent or more in the achievement of affective objectives and thirty-two percent of the schools achieved a mean of 80 percent or more in the achievement of cognitive objectives. Clearly, the psychomotor objectives are the easiest for these children to meet.

2) Kindergarten II Students

During the year Kindergarten II students were checked on their achievement of forty-two performance objectives, and were expected to achieve 80 percent of them by the end of the year. Examples of the twenty-five cognitive, nine affective and eight psychomotor objectives appear below. A complete listing is included in the appendix.

Cognitive

- Print first name in small letters beginning with a capital.
- Identify spatial relationships such as "first", "middle", "last", "over", "under", "beside", "in front of", "behind", "few", "on".
- Name 5 objects in each classification: animals, food, toys, transportation.
- Write numerals 1-12.

Affective

- Follow directions.
- Work well with teacher, teacher aides and other children.
- Display interest and ability to work independently.

Psychomotor

- Skip, alternating both feet.
- Hop on one foot 3 times.
- Raise hands, alternating right and left hand.

On the following page, schools are rank ordered by mean number of days of attendance in Title I (Table 9). The table also shows the mean number of performance objectives achieved by each school. Those schools with students attaining a mean of 80 percent or higher in their achievement of the performance objectives are indicated by an asterisk.

Table 9

K-2 STUDENTS - ATTENDANCE AND MEAN PERCENT
OF OBJECTIVES ACHIEVED BY SCHOOL

School	N	Attendance (In Days)	Cognitive (25 Obj.)	Affective (9 Obj.)	Psychomotor (8 Obj.)	Total (42 Obj.)
*Rochambeau	9	146.4	91%	96%	99%	93%
Baldwin	8	128.5	40%	76%	86%	56%
Marshall	14	117.5	34%	31%	53%	37%
Condon	26	116.4	65%	78%	91%	73%
Dickerman	14	114.2	72%	80%	91%	78%
*Agassiz	10	113.2	98%	100%	100%	99%
*Ellis	12	113.1	78%	96%	100%	86%
*Lee	12	112.8	89%	92%	100%	92%
Clap	5	112.0	62%	73%	90%	70%
Haley	15	111.5	70%	77%	76%	72%
*Higginson	9	110.2	83%	96%	100%	89%
*Hurley	14	109.8	73%	84%	95%	80%
Hernandez	16	108.6	48%	68%	83%	59%
*Holland	14	107.4	78%	84%	96%	83%
*Winthrop	18	104.9	80%	94%	100%	87%

* 80 percent (or more) of objectives achieved

Table 9, continued

School	N	Attendance (In Days)	Cognitive (25 Obj.)	Affective (9 Obj.)	Psychomotor (8 Obj.)	Total (42 Obj.)
Mendell	14	104.4	46%	66%	98%	60%
*Dever	18	104.3	84%	96%	100%	90%
*Garfield	12	103.5	96%	92%	98%	96%
Curley	19	103.4	57%	84%	95%	70%
Abrahams	9	102.1	72%	77%	89%	76%
*Emerson	34	101.2	76%	79%	96%	81%
*Tuckerman	14	98.6	74%	94%	95%	83%
*Kennedy	15	95.3	72%	94%	99%	82%
*Fuller	15	94.7	70%	96%	99%	81%
Trotter	32	94.7	68%	92%	93%	78%
*Shaw	39	84.4	88%	97%	100%	92%
Greenwood	19	82.4	59%	78%	98%	70%
Everett†	7	81.4	54%	92%	93%	69%
Tobin	17	61.7	44%	73%	98%	61%
Blackstone	-	No Data Available				
Hennigan	-	Title I Program Discontinued				

* 80 percent (or more) of objectives achieved

As was found in Kindergarten I, Kindergarten II classes also had a diverse number of attendance days. Mean attendance ranged from 146.4 days at the Rochambeau School to 61.7 days at the Tobin School, a difference of 84.7 days. The median attendance was 104.9 days. No school had a mean attendance close to the 180 days stated in the behavioral objective.

The mean percent of performance objectives achieved by schools is also presented in Table 9. Out of twenty-nine schools submitting data, fifteen schools had a mean of 80 percent or higher in the achievement of performance objectives. These schools are the Rochambeau, Agassiz, Ellis, Lee, Higginson, Hurley, Holland, Winthrop, Dever, Garfield, Emerson, Tuckerman, Kennedy, Fuller, and Shaw. The majority of schools (27) reported a mean of 80 percent or more in the achievement of psychomotor objectives. More than half of the schools (18) had a mean percent of 80 or more in the achievement of affective objectives. About a quarter of the schools (8) achieved a mean of 80 percent or more in the achievement of cognitive objectives.

C. Jackson-Mann Developmental Program Findings

The Jackson-Mann Program provided Individualized Instruction to twenty-four hearing Impaired and twenty hearing normal children. Because the program was administered differently than the regular Title I program, the data was analyzed separately. Students were expected to meet the performance objectives stated below:

Given an extended day of six hours, the hearing Kindergarten I children will show improvement as measured by the Cooperative Preschool Inventory and the Behavioral Objectives. The Kindergarten II hearing children will show improvement in the Boehm Test and the Performance Objectives for their age level. The Kindergarten I and Kindergarten II hearing Impaired children will show improvement in the Performance Objectives for their age level and other tests relevant to hearing Impaired children.

1) Standardized Test Findings

Only hearing children in the Jackson-Mann Program were given standardized tests. As in the regular Title I program, KI students were given the Cooperative Preschool Inventory and KII students were given the Boehm Test of Basic Concepts. Results of the testing are presented in Tables 10 and 11. While KI students made significant gains in NCE scores, scores of KII students declined.

Table 10
K-1 COOPERATIVE PRESCHOOL INVENTORY - JACKSON-MANN PROGRAM
N = 10 Hearing Students

	Pre-Test	Post-Test	Gain	t Value	Significance
<u>Raw Scores</u>					
Means	40.2	51.5	11.3	5.0	p < .001
Standard Deviations	(13.1)	(9.5)	.		
<u>Percentile Scores</u>					
Means	61.0	81.7	20.7	3.2	p < .012
Standard Deviations	(35.0)	(24.7)			
<u>NCE Scores</u>					
Means	57.0	75.6	18.6	4.5	p < .002
Standard Deviations	(25.5)	(20.5)			

As shown in Table 10, during the year, hearing students enrolled in the Jackson-Mann Program made significant gains in their reading readiness skills. The NCE gain of 18.6 points is very large, and even larger than the 15.3 NCE gain made by KI students in the regular Title I program. Ten students were tested.

Table 11

K-2 BOEHM TEST OF BASIC CONCEPTS - JACKSON-MANN PROGRAM
N = 8 Hearing Children

	Pre-Test	Post-Test	Gain	t Value	Significance
<u>Raw Scores</u>					
Means	31.6	36.0	4.4	4.0	p < .01
Standard Deviations	(9.5)	(10.2)			
<u>Percentile Scores</u>					
Means	59.9	51.8	- 8.1	- 1.2	N.S.
Standard Deviations	(32.5)	(34.0)			
<u>NCE Scores</u>					
Means	59.5	53.4	- 6.1	- 1.2	N.S.
Standard Deviations	(24.6)	(25.8)			

Although hearing students in the Jackson-Mann Program gained in raw scores, they dropped in percentile scores, which means they were not keeping up with the national norm group. The NCE scores reflect the same phenomenon. Between pre and post tests students dropped six NCE points. Eight students were tested.

2) Behavioral Objective Findings

Both hearing and hearing impaired students were checked on their achievement of performance objectives. However, while hearing students were given the same checklist as their counterparts in the regular program, the checklist for hearing impaired students was modified. Copies of the performance objectives' checklist for all groups are included in the appendix. In Tables 12 and 13 below, the total number of objectives and the percent achieved is presented. In addition, the mean number of attendance days is reported.

Table 12

K-1 STUDENTS - JACKSON-MANN PROGRAM ATTENDANCE AND MEAN PERCENT OF OBJECTIVES ACHIEVED

Student Type	N	Attendance (In Days)	Cognitive (25 Obj.)	Affective (9 Obj.)	Psychomotor (10 Obj.)	Total (44 Obj.)
*Hearing	10	123.3	75%	100%	100%	86%
			(12 Obj.)	(8 Obj.)	(8 Obj.)	(32 Obj.)
*Hearing Impaired	16	112.3	70%	99%	84%	82%

* 80 percent (or more) of total objectives achieved

NOTE: Performance objective data is missing from four hearing students.

Table 13

K-2 STUDENTS - JACKSON-MANN PROGRAM
ATTENDANCE AND MEAN PERCENT OF OBJECTIVES ACHIEVED

Student Type	N	Attendance (In Days)	Cognitive (25 Obj.)	Affective (9 Obj.)	Psychomotor (10 Obj.)	Total (44 Obj.)
*Hearing	10	131.5	76%	99%	80%	82%
			(12 Obj.)	(12 Obj.)	(8 Obj.)	(32 Obj.)
Hearing Impaired	8	131.9	72%	70%	98%	78%

* 80 percent (or more) or total objectives achieved

NOTE: Performance objective data is missing from four hearing students.

As seen in Tables 12 and 13, students rated fairly high in the achievement of performance objectives. However, because of missing data from hearing students in both classes, figures for this group may be misleading.

In Kindergarten I, hearing students had better attendance than hearing impaired students, with a mean of 123.3 days and 112.3 days, respectfully. The difference was eleven days. In Kindergarten II, attendance was constant in both classes with an average of 132 days. Mean attendance was higher in Kindergarten I than in Kindergarten II.

VI. SUMMARY

Analysis of pre-post test data indicates that the Title I program had a positive effect on the preschool children enrolled. Although KI students made larger test score gains than KII students, the gain made by both groups was significant. These results are especially notable when one considers that students were not pretested until February.

Tests selected for the Title I preschool program were the Cooperative Pre School Inventory and the Boehm Test of Basic Concepts. In addition, during the year, teachers checked students on their achievement of performance objectives and kept attendance records.

The Cooperative Pre School Inventory was administered to KI students in February and April. A comparison of pre and post test Normal Curve Equivalent (NCE) mean scores shows a gain of 15.3 NCE points. This large gain exceeded the program objective and is statistically significant well beyond the $P < .001$ level. The Boehm Test of Basic Concepts was administered to KII students in February and April. KII students gained 3.2 points between the pre and post testing dates, which is also statistically significant.

An examination of the correlation between attendance and test score gain revealed no correlation between the two. These results are true for both KI and KII students.

Results from the achievement of behavioral objectives are not as positive as test score gain. Whereas during the year students were expected to achieve eighty percent of the performance objectives, the majority of students were

unable to accomplish this goal. When scores were tallied by school, less than a quarter of the schools had a mean score of eighty percent or higher on the achievement of these objectives. This is true for both KI and KII classes.

Examination of attendance data shows a wide range in the number of days students spent in Title I classes. For KI students mean attendance ranged from a high of 132.2 days at the Rochambeau School to a low of 52.5 days at the Tobin School, a difference of 79.7 days. Similarly, for KII students, mean attendance varied from 146.4 days at the Rochambeau School to 61.7 days at the Tobin School, a difference of 84.7 days. Both classes had a mean attendance far below the 180 days stated in the behavioral objective.

Included in the report are test score results from hearing and hearing impaired students enrolled in the Jackson-Mann Program. Only hearing students were pre-post tested in their reading readiness skills. As a result of testing, the ten hearing students in Kindergarten I gained 18.6 points in NCE scores. Students in Kindergarten II, on the other hand, had a decrease in NCE scores.

In conclusion, in looking at the overall program, test score gains are impressive. Results are even more impressive when one considers that because of the elimination of the program administrator position, full implementation of the program did not begin until February. Students did less well in the achievement of behavioral objectives with the majority of students unable to meet this program goal. Our recommendations for the Title I Early Childhood/Jackson-Mann Program are listed on the following pages.

VII. RECOMMENDATIONS

Recommendation 1: The Early Childhood Program should be continued.

Discussion: Test score gains are significant and indicate that the Title I Program has had a positive impact on the children enrolled in the Program.

Recommendation 2: The Program needs to improve its organization.

Discussion: This program was late getting started this year and a single Program Director was never appointed. The administration was shared out among other Title I officials. While there is relatively high satisfaction with the administration of the Program, there was also criticism about there not being many workshops and concern on the part of some principals about the administration. Another aspect of the organizational problem was the late hiring of aides, and the delay in the testing program. Pre-testing did not get underway until February.

While we are not certain that a single program administrator is needed, the Program does need to improve its organization, and one way this could be done would be to have a single program administrator as in previous years.

Recommendation 3: Selection and supervision of the paraprofessionals should be improved.

Discussion: There has been little or no supervision of the paraprofessionals by the Title I office, in part related to the lack of a single Program Director. While teachers and principals have supervised them, this general lack of specifically Title I supervision makes it difficult for those who are not experienced with the Title I Early Childhood Program to follow the Program mandates. Thus associated with the supervision issue is the need to attempt to select paraprofessionals with appropriate early childhood and Title I experience. This has been difficult due to union seniority rules.

Recommendation 4: The training and workshop program should be increased.

Discussion: Because of the turnover in paraprofessionals and the fact that in this program they are working in the classrooms of non-Title I teachers, there is considerable need for training of the paraprofessionals. The workshop which was given was very well received, but there was a felt need for more such training.

Recommendation 5: More thought needs to be given to the match between the number of students to be taught and the methods to be used.

Discussion: Currently the paraprofessional aides are expected to provide individualized instruction, with a daily lesson plan, for up to 40 children from up to 3 regular teachers. We suggest that if the aides are expected to deal with this number of students, that they not be expected to prepare and follow daily individualized lesson plans. If the individualized, structured approach is to be retained, and we feel that individualization is one of the strengths of Title I, then 40 students per day is probably too many. We would suggest that this be reduced to perhaps 32, with no more than two regular teachers being served. This would involve 16 students in the morning and 16 in the afternoon.

Recommendation 6: Time required for filling out individualized lesson plans should be minimized for teachers and/or paraprofessionals.

Discussion: If the individualized instruction approach is to be retained, as we feel it should, the time required for filling out individualized lesson plans can be eased by having paraprofessionals make more use of the existing prescribed objectives. Aides could check off what is to be worked on each day for each child from this prescribed set of options. We recommend that time and intellectual effort be taken to train all the aides in their use. This would shorten the time involved in writing individual lesson plans, and increase the proportion of aides actually following such individualized procedures. Paperwork is a recurring problem, and attention should be given to reducing it where possible. Thought may also be given to not requiring daily individualized lesson plans at all, but perhaps weekly or monthly progress checklists.

Recommendation 7: Improved efforts should be made to provide planning time for the paraprofessional and teacher to work together in planning the program for the children.

Discussion: Planning time and communication remains a problem. This is especially acute in those schools where the paraprofessional has three teachers to support. With 40 some children and individualized lesson plans, currently it just is not possible to spend sufficient time with the teachers to jointly plan a program for each child.

Recommendation 8: The selection procedures should be continued.

Discussion: All of the groups of people we interviewed or questionaired were over 90% satisfied with the present selection procedures. This system of using a multi-attribute checklist seems to be working well.

Recommendation 9: The orientation program should be continued.

Discussion: This program was rated valuable and useful, especially for new paraprofessionals. A summary of this orientation should be sent to the teachers who will be working with the Title I paraprofessionals in this program so that they will be aware of what orientation was received by the paraprofessional.

Recommendation 10: The materials are good and should be continued.

Discussion: The variety, quality, quantity and accessibility of the materials were all rated highly. This is a major achievement, and should be continued. This is one area where the administration of the program has been excellent.

Recommendation 11: Physical space remains a problem in some schools and should be improved, especially with provision of "cubbies" for students and storage space for the paraprofessionals.

Discussion: Some classrooms are too small for the size of the class. There is a need for improved accomodations in some schools, with major needs for storage space for the paraprofessionals and for the students' "cubbies".

Recommendation 12: The emphases on self-concept and communications were rated highest among the accomplishments of the Program and should be continued.

Discussion: The curriculum and materials seem to be especially effective in this area and this emphasis seems to be well placed.

Recommendation 13: The groundwork should be laid for a longitudinal study of the effectiveness of the Early Childhood Program.

Discussion: With the continued existence of the KI in doubt, and with cutbacks likely in the Title I Program itself, if possible a longitudinal study should be designed to identify long-term effects of such a program. For example students who have received early childhood Title I assistance can be followed into the second or third grade and compared to similar children who did not receive the early support. Such a study could provide evidence for the long-term value of the Early Childhood Title I Program, and hence provide an argument for its retention in times of financial cutbacks.

Recommendation 14: Parent involvement remains a problem and continued efforts to involve parents should be made.

Discussion: The Program is continuing efforts to attract parents but with relatively little success. However the importance of parental involvement is such that these efforts should continue. Parent-workshops is one concept which might be expanded, but with great effort to get the parents to attend and participate.

Recommendation 15: The behavioral objective, "Given a one-half hour period, five days week for 180 days, ..." should be changed.

Discussion: As indicated in the data, few schools were able to provide an average of more than 120 days of Title I instruction. The median school provided an average of 104 days in the KI program and 105 days for KII students. Taking into consideration the student selection period at the beginning of the year, a more realistic attendance figure should be stated in the objective.

Recommendation 16: The wide range of mean attendance among schools needs to be examined.

Discussion: Among KI classes, mean attendance ranged from 132.2 days at the Rochambeau School to 52.5 at the Tobin, a difference of 79.7 days. Similarly, among KII classes, mean attendance varied from 146.4 days at the Rochambeau to 61.7 days at the Tobin, a difference of 84.7 days. This difference represents more than three months of instruction time.

Recommendation 17: Teachers need to improve on the teaching of performance objectives.

Discussion: The majority of students were unable to achieve 80 percent or more of the performance objectives. Since this was a program goal, teachers need to look at the process of teaching these objectives. Areas to consider include, "Could teaching methods be improved?" "Were the objectives too difficult?" "Was there enough time?"

APPENDIX

K-2 TITLE I JACKSON-MARY DEVELOPMENTAL PROGRAM 1980-1981
 PERFORMANCE OBJECTIVES HEARING-IMPAIRED CHILDREN

Child's name _____ School _____ Dist. _____

The Title I identified hearing-impaired children in the 5-6 year old group will:

Oct.	Jan.	May	COGNITIVE OBJECTIVES
			1. Point to and name correctly 10 examples that illustrate the difference between large-small; long-short; big, bigger, biggest; small, smaller, smallest.
			2. Point to and name 10 specific objects that illustrate the following positions: first-last; second-fourth; third-fifth; middle, above, below; under-over; top-bottom; right-left.
			3. Recall and relate in sequence three events after the reading of a story by the teacher.
			4. Recall and carry out correctly 3 directions given by the teacher, two of which concern the placement of objects. For example, "Take the yellow book from the bookcase, place it on the table, and skip back to your chair".
			5. Name correctly 15 letters of the alphabet, upper and lower case, after presentation of the shapes of the letters of the alphabet.
			6. Name correctly, after presentation on flash cards, the numerals 0 - 12.
			7. Place correctly on a flannel board or on a magnetic board the correct number of objects to form two equal sets, 1 to 10.
			8. Copy correctly a repetitive pattern. Ex: straight line, circle, straightline, circle.
			9. Identify correctly the hour on the clock.
			10. Answer correctly upon presentation, the coins; penny, nickel, dime, quarter.
			11. Answer correctly 3 simple teacher stated mathematics problems involving addition and subtraction up to five. Example: John has 3 lollipops, Mary gave him 2 more lollipops.- How many lollipops does John have?" "Mary had 3 balloons. She gave one balloon to her friend.. How many balloons did Mary have left."
			12. Identify correctly circle, square, triangle, rectangle.
			TOTAL # OF COGNITIVE OBJECTIVES ACHIEVED

JACKSON-MANN DEVELOPMENTAL PROGRAM
HEARING-IMPAIRED CHILDREN 5-6 years

Oct. Jan. May AFFECTIVE OBJECTIVES

			1. Develop a lengthening attention span
			2. Follow directions.
			3. Complete a task, and clean up.
			4. Work well with other children.
			5. Attempt new tasks with confidence.
			6. Volunteer information, ideas and opinions.
			7. Develop the power of self-expression.
			8. Display interest and ability to work independently.
			9. Accept constructive criticism and suggestions.
			10. Develop responsibility in the care of books and materials.
			11. Develop good personal habits (Ex: care of clothes, health habits).
			12. Demonstrate a positive self-image.
			TOTAL # OF AFFECTIVE OBJECTIVES ACHIEVED

PSYCHOMOTOR OBJECTIVES

			1. Skip, alternating both feet.
			2. Cut a circle and triangle on the lines.
			3. Bounce and catch a ball 3 times.
			4. Throw a ball in a straight line to another child.
			5. Hop on one foot 3 times.
			6. Raise hands, alternating right and left hand.
			7. Build balanced structure with blocks.
			8. Put on clothes without assistance.
			TOTAL # OF PSYCHOMOTOR OBJECTIVES ACHIEVED

Department of Title I Programs
Office of Research and Evaluation
PERFORMANCE OBJECTIVES - KINDERGARTEN I

1980-1981

Student Name _____

I. D. _____

COGNITIVE OBJECTIVES

Oct. Jan. May

			1. Identify himself/herself orally by full name and address in sentence form. "My name is ----." "I live at ----."
			2. Print his/her name
			3. Point to and name 6 primary colors
			4. Identify orally the rhyming words in 3 of the following nursery rhymes: "Humpty Dumpty", "Hey Diddle Diddle", "Little Jack Horner."
			5. Point to and name the following parts of the body: "hand, ankle, elbow, finger, hip, foot, eyebrow, knee."
			6. Draw a picture of a person
			7. Identify 4 pictures in each of the categories listed below: a. Animals, cow, pig, sheep, lion, giraffe, elephant b. Community workers: fireman, policeman, carpenter, bus driver, dentist, doctor c. Transportation: airplane, helicopter, train, boat, truck, bus
			8. Identify a sunny, cloudy, rainy, snowy, windy, warm, cold day
			9. Arrange 3 picture cards in a logical sequence
			10. Tell the story depicted by a 3 picture sequence puzzle
			11. Make an oral prediction in response to a one-sentence story. (Ex: "A boy and his mother were going to visit a friend when it began to snow. What do you think they did?")
			12. Identify 4 abstract shapes: "circle", "square", "triangle", "rectangle"
			13. Copy a circle, square, triangle, rectangle
			14. Count orally objects from 1-10
			15. Make equal sets from 1 to 5
			16. Identify 3 of the following spatial relationships: "on - in", "in front of - in back of", "top - bottom", "under - over".
			17. Name an object that has been removed from a series of 4 objects (memory)
			18. Display mastery in the use of scissors, crayons, paint, pencil, paste
			19. Sort and classify objects using shape abacus game
			20. Carry out 3 simple directions in correct order
			21. Match 10 lower case letters with the corresponding upper case letters including the vowels
			TOTAL # OF COGNITIVE OBJECTIVES ACHIEVED

TITLE I EARLY CHILDHOOD PROGRAM
PERFORMANCE OBJECTIVES - KI

AFFECTIVE OBJECTIVES

Oct.	Jan.	May	
			1. Listen purposefully
			2. Follow directions
			3. Complete a task, and clean up
			4. Work well with other children
			5. Attempt new tasks with confidence
			6. Volunteer information, ideas and opinions
			7. Display interest and ability to work independently
			8. Accept constructive criticism and suggestions
			9. Develop responsibility in the care of books and materials
			TOTAL # OF AFFECTIVE OBJECTIVES ACHIEVED

PSYCHOMOTOR OBJECTIVES

			1. Catch a ball/beanbag with 2 hands at a distance of 3 feet
			2. Cut a square and rectangle on the lines
			3. Build a tower using 10 cubes
			4. Hop on one foot
			5. Raise right hand
			6. Walk on stairs, alternating both feet
			7. Jump 2 times consecutively
			8. Display skill with puzzles
			9. Walk along a straight line
			10. Put on clothes without assistance
			TOTAL # OF PSYCHOMOTOR OBJECTIVES ACHIEVED

Department of Title I Programs
Office of Research and Evaluation

1980-1981

TITLE I EARLY CHILDHOOD PROGRAM
PERFORMANCE OBJECTIVES - KINDERGARTEN II

Student Name _____

I. D. _____

The identified child in the Title I Kindergarten II class will:

COGNITIVE OBJECTIVES

Oct. Jan. May

- | Oct. | Jan. | May | |
|------|------|-----|---|
| | | | 1. Identify himself/herself orally by full name and address in sentence form "My name is ----". "I live at ----". |
| | | | 2. Recite his/her telephone number |
| | | | 3. Print first name in small letters beginning with a capital |
| | | | 4. Name the days of the week in order |
| | | | 5. Match 15 lower case letters with the corresponding upper case letters |
| | | | 6. Associate the correct sound with 15 letters of the alphabet including vowel sounds |
| | | | 7. Identify 10 letters when given the initial sound orally |
| | | | 8. Understand the meaning of "same", "like", "alike", "different". |
| | | | 9. Identify spatial relationships such as "first", "middle", "last", "over", "under", "beside", "in front of", "in", "behind", "few", "on". |
| | | | 10. Dictate a story about a picture created by the child |
| | | | 11. Place a series of 6 pictures in sequential order |
| | | | 12. Make an oral prediction in response to a one-sentence story
(Ex: "A boy and his mother were out walking when it began to rain. What do you think they did?") |
| | | | 13. Recall and carry out 3 simple directions given by the teacher/teacher aide |
| | | | 14. Name 5 objects in each classification:
animals, food, toys, transportation |
| | | | 15. Identify, from pictures, 3 out of 4 seasons |
| | | | 16. Draw a picture of a person |
| | | | 17. Draw a circle, square, triangle, and rectangle |
| | | | 18. Identify 3 equal sets, from 1 - 10 |
| | | | 19. Count objects from 1 - 12 |
| | | | 20. Write numerals 1 - 12 |
| | | | 21. Recite ordinals: "first", "second", "third", "fourth", "fifth" |
| | | | 22. Identify time on the clock by the hour |
| | | | 23. Identify coins: "penny", "nickel", "dime", "quarter". |

TITLE I EARLY CHILDHOOD PROGRAM 1980-1981
PERFORMANCE OBJECTIVES - KINDERGARTEN II

The identified child in the Title I Kindergarten II class will:

COGNITIVE OBJECTIVES

Oct.	Jan.	May	
			24. Answer correctly 3 simple oral math problems involving addition and subtraction up to 5. (Ex: "Tom has 4 toy cars. He found one more. How many cars does Tom have?" "Alice had 4 cookies. She ate one. How many cookies does Alice have?")
			25. Demonstrate awareness of left to right progression by placing objectives in a row starting at the left.
			TOTAL # OF COGNITIVE OBJECTIVES ACHIEVED

AFFECTIVE OBJECTIVES

			1. Listen purposefully
			2. Follow directions
			3. Demonstrate the ability to finish a task and clean up
			4. Attempt new tasks with confidence
			5. Volunteer information, ideas, and opinions
			6. Work well with teacher, teacher aide, and other children
			7. Display interest and ability to work independently
			8. Accept constructive criticism and suggestions
			9. Develop responsibility in the care of books and learning materials
			TOTAL # OF AFFECTIVE OBJECTIVES ACHIEVED

PSYCHOMOTOR OBJECTIVES

			1. Skip, alternating both feet
			2. Cut a circle and triangle on the lines
			3. Bounce and catch a ball 3 times
			4. Throw a ball in a straight line to another child
			5. Hop on one foot 3 times
			6. Raise hands, alternating right and left hand
			7. Build balanced structure with blocks
			8. Put on clothes without assistance
			TOTAL # OF PSYCHOMOTOR OBJECTIVES ACHIEVED

1980-1981

Department of Title I Programs
Office of Research and Evaluation

JACKSON-MANN DEVELOPMENTAL PROGRAM
PERFORMANCE OBJECTIVES

Student Name _____

I. D. _____

The Title I identified hearing-impaired children in the 3-4 year old group will:

COGNITIVE OBJECTIVES

Oct. Jan. May

			1. Draw a circle, line, and square
			2. Cut out shapes - circles, squares
			3. Match shapes and colors
			4. String beads any color or shape
			5. Identify blue, red, yellow, green, and orange
			6. Count from 1 - 5
			7. Name 5 different foods
			8. Recognize their own names
			9. Recognize the names of their peers
			10. Distinguish opposites: hot-cold, soft-hard, start-finish
			11. Identify family roles and functions of Mother and Father and children
			12. Button, zip, and snap their clothes
			TOTAL # OF COGNITIVE OBJECTIVES ACHIEVED

JACKSON-MANN DEVELOPMENTAL PROGRAM

3-4 year old children

AFFECTIVE OBJECTIVES

Oct. Jan. May

			1. Develop a lengthening attention span
			2. Follow directions
			3. Complete a task, and clean up
			4. Work well with other children
			5. Attempt new tasks with confidence
			6. Volunteer information, ideas, and opinions
			7. Display interest and ability to work independently
			8. Accept constructive criticism and suggestions
			TOTAL # OF AFFECTIVE OBJECTIVES ACHIEVED

PSYCHOMOTOR OBJECTIVES

			1. Catch a ball/beanbag with 2 hands at a distance of 3 feet
			2. Cut a square and rectangle on the lines
			3. Build a tower using 10 cubes
			4. Hop on one foot
			5. Raise right hand
			6. Walk on stairs, alternating both feet
			7. Jump 2 times consecutively
			8. Display skill with puzzles
			9. Walk along a straight line
			10. Put on clothes without assistance
			TOTAL # OF PSYCHOMOTOR OBJECTIVES ACHIEVED